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ABSTRACT

The Arizona Lesson Observation and Evaluation (ALOE) system of evaluating teaching is presented. ALOE was developed from Arizona adaptations of the Georgia Teacher Performance Assessment Instruments and, with G. Taylor's "Functional Elements Analysis of Teaching Skills" (FEATS), forms an integrated observation package which allows teaching to be examined in three dimensions: (1) a categorical perspective; (2) a clustered-repertoire context perspective; and (3) a skill level. The three dimensions are addressed in three contexts with the following different instrument editions for individuals observing teaching from specific perspectives: Methods Edition; Supervisor Edition; and Cooperating Teacher Edition. These three manuals are abbreviated editions intended for regular use; in this document they are provided in conjunction with the ALOE Reference Edition, containing expanded explanations of all the skills and concepts covered in the entire evaluation system; and a Conference Skills Instrument, which focuses observation on personal conferences. The present document also contains the reference and work editions of the Conference Skills Instrument. Record sheets for the observations are included, and a record sheet for recording formal tests not related to instruction is provided. (SLD)

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Arizona
Lesson
Observation &
Evaluation

with the

Conference Skills Instrument

Design Test Edition

1990

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ARIZONA LESSON OBSERVATION AND EVALUATION (ALOE)

DESIGN TEST EDITION

1990

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Credits

The parent instruments are reflected in ALOE organization and remnant items and phrases. Credit for the source of specific phrases and items is identified as either **ATRP** (Arizona Teacher Residency Project) or **CPST-SE** (Critical Professional Skills of Teaching--Special Education). The source is further identified by the categories of Teaching Plans and Materials (**TPM**), Classroom Procedures (**CP**), Interpersonal Skills (**IS**), and Behavior Management (**BehMgt**), General Testing Precautions (**GT**), Preparation of the Environment (**Env**), Test Administration and Scoring (**AS**), and the **item number or descriptor.**

ALOE Item Numbers, Descriptors, Quotes	**SOURCE OF TERMS/CONCEPTS**
2 a "Referenced to . . . objectives"	from ATRP (TPM 2.3)
4 b "Helped students identify objectives"	from ATRP (TPM 7 b): "help students determine their achievement on objectives"
5 b "[Not all students necessarily get same assignment.]"	from CPST-SE (CP 5 b): "Activities or assignments are differentiated to match the unique needs of individual students."
6 Stem "Plan (including questions to be addressed) balanced higher and lower thinking processes, such as Bloom's Cognitive Taxonomy identified here: Identify, clarify, or summarize; Apply information to particular situations; Identify and clarify parts of complex ideas or synthesize (integrate) knowledge; Judge value and importance of ideas . . ."	from ATRP (TPM 5) a "Plans require students to acquire factual information or to explain or summarize it." b "Plans require students to apply information to particular situations." c "Plans require students to identify and clarify parts of complex ideas or synthesize knowledge by integrating information." d "Plans require students to judge the value and importance of ideas or information."
10 a "Efficient teacher-attended routine tasks (a manner indicating anticipation)"	from ATRP (CP 15.2): "Teacher attends to routine tasks in a disruptive or inefficient manner"
b "Instruction not interrupted by routine tasks"	
e "appropriate activities when tasks done early" and " putting away finished work properly"	from CPST-SE (CP 16 b): "When finished, students put work away properly and engage in an appropriate activities [sic]"
"reinforcing appropriate behavior at the end"	from CPST-SE (CP 16 d): "reinforces appropriate behavior at the end"
"students working independently without distracting others"	from CPST-SE (CP 16 a): "Students in independent group do not interrupt the teacher or disturb other students"
"tasks done with no more than minimal reminders"	from CPST-SE (CP 13.4): "Students . . . need only occasional and mild reminders about adherence to established classroom techniques."

ALOE Item Numbers, Descriptors, Quotes	**SOURCE OF TERMS/CONCEPTS**
11 b "Focused attention early for learning"	from CPST-SE (CP 1 a): "Begins lesson promptly."
12 b "Apparent effort to preclude potential confusion"	from CPST-SE (CP 15 c): "Distractive scenarios are anticipated and preventive measures taken" concerning the physical setting"
c "Immediate clarification in same or different words OR not needed"	from CPST-SE (CP 7.3): "The student is confused by directions given the first time and doesn't follow them, but quick clarifications obtain prompt appropriate responses."
13 b "Teaching adjusted to monitoring and interpreted student feedback"	from CPST-SE (CP 19.4): "Follows lesson plan well, has good follow-up questions which reflect on-going student understanding, and modifies instruction accordingly," and (CP 20 b): "On-going monitoring for understanding by individual students is conducted, and appropriate adjustments to instruction are implemented."
Stem "Such teaching methods as the following observed: . . . discussion, explanation, . . . demonstration, . . . drill, inquiry, . . . cooperative learning, . . . problem solving, role-playing"	from ATRP (CP 7): "Teaching methods such as the following may be observed: drill, inquiry, discussion, role playing, demonstration, explanation, problem solving, cooperative learning activities, etc."
Stem "SPECIALIZED TECHNIQUES such as VAKT, Learning Strategies Model, Direct Teaching"	from CPST-SE (CP 3.5): "A specialized teaching technique is evident and applied in a highly skillful and very successful manner. (Example: VAKT, Learning Strategies Model, Direct Teaching)"
14 b "Asked for responses or questions throughout lesson"	from ATRP (CP 5.4): "Teacher asks for responses or questions frequently throughout the lesson and provides feedback"
c "Recognized students wanting to volunteer responses"	from ATRP (CP 5.3): "Some of the students wanting to make contributions are recognized and asked to give responses."
d "Incorporated appropriate responses into the lesson"	from ATRP (CP 5.5): ". . . the teacher incorporates . . . student responses and questions into activities" and CPST-SE (CP 19.3): ". . . to incorporate responses effectively into on-going instruction."
15 Changed into simple past tense to match grammar of other ALOE items.	from ATRP (CP 10)

ALOE Item Numbers, Descriptors, Quotes		**SOURCE OF TERMS/CONCEPTS**
16 a	"Provided positive feedback for student work"	from ATRP (CP 6.4): "Students are told specifically what is correct and incorrect about their performance and are told specifically how to improve."
b	"Provided such corrective feedback as additional input, focusing attention, clarification, restatement with prompting for incorrect answers, nonresponsiveness, 'wild guesses,' or misinterpretations OR Not needed"	from ATRP (CP 6.4): ". . . told specifically how to improve" and CPST-SE (CP 8): a "Incorrect answers are handled by such techniques as supplying the question matched to the wrong answer and prompting the correct answer OR no such responses are given." b "'I don't know' and non-responsiveness to the teacher's questions are handled by such techniques are providing additional input, OR no such responses are given." c "Wild guesses or responses that indicate a major lack of understanding of the concept are handled by such techniques as providing corrective input or no such responses are given." d "Answers indicating a misinterpretation of the question or lack of attention or a "flip" attend are handled by such techniques as clarification and focusing attention, OR no such responses are given."
c	"Helped students evaluate their own performance"	from ATRP (CP 6.5): ". . . teacher guidance helps students to evaluate their own performance."
17 a	"Previewed or helped students identify purpose or importance of lesson"	from ATRP (CP 13 b): "Teacher uses techniques which help to make material meaningful to students or explains the importance of what students are learning."
c	"Modeled (demonstrated) the target learning"	from ATRP (CP 13 c): "Teacher demonstrates or models the precise learning or response . . . expected."
d	". . . opportunity to correctly practice skills . . ."	from ATRP (CP 13 a): "Each student is then given opportunity to practice that correct response."
18 a	"Relevant to objective(s)"	from ATRP (CP 12 d): "Closure/summarization is relevant to the objective(s)."
b	"Students actively involved in concept or skill closure"	from ATRP (CP 12 c): "Teacher actively involves students in their own closure/summarization."
19 a	"When used, supported (contributed to) objectives"	from CPST-SE (CP 2.4): "Extensive use is made of . . . materials in a manner which clearly contributed to learning the skill or concept" and ATRP (CP 2.4): "Materials chosen are relevant to the objectives."
d	"Media/materials blended smoothly with other kinds of instruction"	from ATRP (CP 1.4): "Media blends smoothly with other kinds of instruction."

ALOE Item Numbers, Descriptors, Quotes	**SOURCE OF TERMS/CONCEPTS**
20 Stem "Observed all learners could effectively participate in the whole group"	from CPST-SE (CP 5 a): ". . . or it can accurately be assumed that all learners can effectively participate in the whole group."
a "Continuously observed entire class while directing relevant questions or observation to any attended subgroup"	from CPST-SE (CP 9): operational definition of "withitness"
b "Grouping based on diagnosed or frequently-checked skill levels and abilities with objective being taught"	from CPST-SE (4.5): ". . . uses a diagnostic-prescriptive approach"
21 c "Presented adaptations for those who finished early or did not finish"	from CPST-SE (CP 5 c-d): "Remedial, adaptive or enrichment materials/equipment which are distinct from those provided to others are used by at least one student" and "Alternative presentation methods are matched to different children depending upon their unique needs."
22 a "Began and ended class on time"	from ATRP (CP 16 a): "Activities are begun promptly."
c "Revised instruction using evaluation results or observation OR not needed"	from CPST-SE (CP 19.4): ". . . modifies instruction accordingly"
d "Interruptions minimized by on-going classroom management"	from ATRP (CP 16 c-d): "There are no delays during the lesson" and "There are no digressions from objective during the lesson."
23 b "Vocabulary appropriate and at proper difficulty level"	from CPST-SE (CP 18 b-c): "The language is appropriate for the learners."
24 a "Speech and writing grammatically correct"	from CPST-SE (CP 18 a): "Uses correct grammar. No more than two errors."
b "Speech understandable"	from CPST-SE (CP 18 d): "The language is characterized by proper volume, articulation, intonation and pace."
25 a "Noise level, activity, and movement minimized distractions (conducive to learning objectives)"	from CPST-SE (CP 15 c): "Distractive scenarios are anticipated and preventive measures taken."
b "Provided . . . materials in safe and orderly setting"	from ATRP (CP 17 a-b): "Classroom is free of litter" and "Furniture is neat and orderly."
c "Bulletin boards and displays showed student work or promoted instructional purpose"	from ATRP (CP 17 d): "Bulletin boards and displays serve an instructional purpose."

ALOE Item Numbers, Descriptors, Quotes	SOURCE OF TERMS/CONCEPTS
26 Streamlined and changed into simple past tense to match grammar of other ALOE items.	from CPST-SE (CP 10)
"(Rated '5' if one activity was appropriately conducted. . .)"	"Whole group/one activity situation."
1 "Ignored one situation or activity"	1 "Unable to handle more than one situation, activity or group at a time. One is ignored."
2 "Attended each situation or activity inefficiently"	2 "Manages two situations, groups or activities at a time, but both suffer because of the need to deal with the items simultaneously."
3 "Attended one situation or activity well, the rest inefficient with busy work, idle time, or practice that reinforces errors"	3 "Manages two situations, activities or groups simultaneously with one doing well but with the other characterized by such inefficiencies as some degree of busy work, idle time, or practice that reinforces errors."
4 "One situation or activity clearly more meaningful, but the rest not neglected"	4 "Handles two situations, activities or groups simultaneously without becoming so immersed in one that the other is neglected. However, one group is clearly at an instructional advantage over the other in terms of meaningfulness of their activity."
5 "Each situation or activity smoothly attended, all students on task"	5 "Handles two or three situations, activities or groups simultaneously with such smoothness that all students are on task with equally meaningful learning activities."
30 a "Noise level . . ."	from CPST-SE (Env 4 c): ". . . avoids noisy areas, other voices, etc."
". . . activity, and movement minimized distractions . . ."	from CPST-SE (Env 4 a): "Has child face away from doors and windows where movement and activity are going on or large open spaces with distracting pictures, colors, toys, etc."
b "Provided student comfort . . ."	from CPST-SE (Env 5 a): "Makes certain the student is in a comfortable position."
". . . ventilation, temperature, and avoided glares"	from CPST-SE (Env 5 c): "Provides a well-lit room with adequate ventilation and comfortable temperature" and CPST-SE (Env 5 d): "Avoids glaring lights, reflections from pages and faces student away from the window if possible"
c "Spoken directions clear and moderately presented"	from CPST-SE (Env 6 a): "Examiner speaks in a clear, audible voice at a moderate rate of speed"
d "Materials arranged to minimize distractions"	from CPST-SE (Env 7 d): "Provides an efficient arrangement and method of manipulating materials to avoid . . . distractions for the student"

ALOE Item Numbers, Descriptors, Quotes	SOURCE OF TERMS/CONCEPTS
31 Streamlined and modified to fit ALOE grammatical construction	from CPST-SE (AS 9)
a "Disregarded or redirected irrelevant remarks"	a "Examiner disregards or redirects irrelevant remarks"
b "Focused on motivation, interest, and task"	b "Examiner minizes extraneous movements by developing motivation, interest, and task orientation"
c "Ignored nondisruptive extraneous movements . . ." ". . . such as encouraging general performance, not specific items or answers"	c "Examiner ignores extraneous movements which do not interfere with the students functioning" from CPST-SE (Env 6 c): "Examiner commends and encourages for general performance but never on specific items"
d "Foresaw and precluded fatigue and distractions"	from CPST-SE (AS 9 d): "Examiner handles extraneous behavior by foreseeing fatigue and distractions"
32 a "Instrument efficient to process"	from CPST-SE (AS 16 d): "Examiner completes report within a few hours of completing the assessment"
b "Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)"	from CPST-SE (AS 11 d): "Examiner double-checks the chronological age, the number of correct items, additions, and arithmetic calculations"
c "Evaluated as a whole, weighting results as needed"	from CPST-SE (AS 10 d): "Examiner evaluates equivalent responses in light of other responses listed in the scoring standards"
d "Test evaluated within the intent of the instrument"	from CPST-SE (AS 10 b): "Examiner knows the intent of each test or subtest well"
33 a "Based on specific observed information for objective, straightforward style in interpretation"	from ATRP (TPM 7 a): implicit in "Preassessments are planned to determine students' knowledge base" and CPST-SE (CP 20 d): "Summative testing which is matched to the objectives is conducted, and the results provided to the students" and CPST-SE (AS 15 a): "Examiner makes report straightforward and objective" and CPST-SE (AS 13 a): "Examiner omits hearsay or unverified opinions . . ." and CPST-SE (AS 13 c): "Examiner uses behavioral descriptions or supporting information rather than generalized statements . . ." and CPST-SE (AS 13 d): "Examiner backs all generalized statements with specific information"
b "Reason for the report implicit or specified"	from CPST-SE (AS 13 a): "Examiner is aware of the reason for the report . . . "
c "Recording done soon"	from CPST-SE (AS 16 d): "Examiner completes report within a few hours of completing the assessment"
d "Standard English spelling, grammar . . . for formal written reports . . . " ". . . low-inference words for written reports . . ." ". . . on specific students . . ."	from CPST-SE (AS 15 b): "Examiner edits the report carefully for spelling, grammar, and punctuation" from CPST-SE (AS 15 c): "Examiner edits sematics -- . . . nebulous words, pet expressions . . ." from CPST-SE (AS 15 d): "Examiner writes to report on a specific, unique student"

ALOE Item Numbers, Descriptors, Quotes	**SOURCE OF TERMS/CONCEPTS**
34 Modified item to fit ALOE grammar	from CPST-SE (GT 1)
36 Modified from ATRP (IS 1) with subdescriptors by Barbara Weber, Center for Educational Development, Tucson, Arizona, from Mary Collin's *Enthusiasm Scale* (1976)	from ATRP (IS 1)
a "Eye contact or facial expressions communicated respect, concern, and interest."	a "Eye contact or facial expressions communicate pleasure, concern, interest, etc."
b "Voice inflections stressed points of interest and importance."	b "Voice inflections stress points of interest and importance."
c "Posture communicated poise, . . . moved around room, . . . sat among students"	c "Posture (moving around room or sitting among students) communicates enthusiasm."
d "Gestures accentuated points."	d "Gestures to accentuate points communicated"
37 a "Used student names in both a warm, friendly way"	from ATRP (IS 2 d): "Teacher uses students' names in a warm and friendly way."
b "Asked (or knew) student interests and opinions"	from ATRP (IS 2 a): "Teacher asks about students' interests and opinions."
d "Language free of derogatory references, sarcasm"	from ATRP (IS 4 d): "Teacher's language is free of derogatory references or sarcasm."
38 b "Clear expectations about behavior supported by constructive comments about (un)acceptable behavior"	from ATRP (IS 4 a): "Expectations about behavior are clear" and CPST-SE (BehMgt 6 a): "Identifies inappropriate behavior . . ." and CPST-SE (CP 11 c): "Makes suggestions for further improvement of student's work in such a situation."
c "Indicated awareness of participation and any significant off-task behavior"	from CPST-SE (BehMgt 5.5): "Identifies . . . all significant off-task behaviors . . ."
d "Nonverbal feedback, smiles, frowns, nods, proximity"	from ATRP (IS 4 b): "Teacher provides nonverbal feedback (smiles, frowns, nods, moves closer to student, etc.) . . ."
39 a "Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs"	from CPST-SE (CP 12.1-4): "Detects outward signs of emerging frustration . . ." and CPST-SE (CP 11 a): "Shows a genuine interest in a student's work when the student first begins to show signs of boredom or restlessness."
b ". . . complimented sustained effort and self-discipline during difficulty"	from CPST-SE (CP 11 b): "Compliments the student for effort in such a situation."
c "Feedback adjusted to emotional needs without overreacting or losing balance"	from CPST-SE (BehMgt 4.4): "Appropriately responds (neither overdoing nor underdoing) to learners who participate . . ."
40 b "Appropriate behavior reinforcement"	from ATRP (IS 5 c): "Appropriate behavior is reinforced."
b "such as: rewards, compliments, correction, non-verbal communication, encouragement"	from CPST-SE (BehMgt 4.5): ". . . responds . . . using a variety of compliments, encourageing [sic] statements, rewards, or non-verbal responses."
c "Inconsequential misbehavior overlooked OR none existed"	from ATRP (IS 5 b): "Inconsequential behavior problems are overlooked or none exist."

ALOE Item Numbers, Descriptors, Quotes		**SOURCE OF TERMS/CONCEPTS**
41 a	"Focused on individuals who cause disruptions rather than the entire class"	from ATRP (IS 6 a): "Individuals who have caused disruptions are dealt with rather than the entire class being punished."
b	"Major disruptions attended to quickly and firmly"	from ATRP (IS 6 b): "Major disruptions are attended to quickly and firmly."
c	"Appropriate consequences, such as: based on severity of rule violation or off-task or disruptive behavior . . ."	from ATRP (IS 6 c): "Consequences for misbehavior are based on the severity of the disruptions" and CPST-SE (BehMgt 8.5): "Consequences . . . are matched to the severity of the infraction."
	"clarity to students"	from ATRP (IS 4 a): "Expectations about behavior are clear" and CPST-SE (BehMgt 8.5): "Consequences . . . are obviously clear to the students . . ."
	"consistent and fair application"	from CPST-SE (BehMgt 8.4): "Consequences . . . are consistently and fairly applied . . ."
43 a	"Behavioral objectives based on baseline data or observation"	from CPST-SE (BehMgt 12 a): "Writes objectives aimed at at least one student based on collected baseline data or which will be assessed by direct observation."
b	"One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)"	from CPST-SE (BehMgt 9 d): "Uses one specific management system with clear rules and consequences that children understand (eg. [sic] assertive discipline, precision teaching)"
c	"Uses direct observation measurement procedure, such as . . . event recording"	from CPST-SE (BehMgt 12 a): "Uses a direct observation procedure in connection with the lesson . . . such as: event recording to obtain performance data."
d	"Such techniques as the following observed (combined or modified as indicated): activity reinforcement"	from CPST-SE (BehMgt 9 c): "Uses several different reinforcers such as edible, tangible, token social, or activity reinforcers."
	"contingency contracting, social reinforcement"	from ATRP (IS 5 a): "Teacher uses techniques (e.g., social approval, contingent activities, etc.) to maintain appropriate behavior."
	"group contingency, home-based reinforcement, modeling, shaping, social reinforcement"	from CPST-SE (BehMgt 9 e): "Demonstrates at least one of the following techniques during the lesson: token system, contingency contracting, home-based reinforcement, group contingency, social reinforcement, modeling, shaping."

The Critical Professional Skills of Teaching--Special Education (CPST-SE) is reflected in ALOE's Conference Skills Instrument (CSI) general organization and items and phrases. Credit for the source of specific *Reference Edition CSI* phrases and items is thus identified by the CPST-SE Conference component **item number** (e.g., 5.1-5.5) or **item-and-descriptor** (e.g., 1 a, 2 b, or 16 d).

CSI Item Numbers, Descriptors, Quotes			**CPST-SE SOURCE OF ITEMS/PHRASES**
1	a	"Specified purpose and outline of content"	from 1 a: "Written interview guide has statement giving the purpose of the interview."
	b	"Provided appropriate setting"	from 2 stem: "Provides Appropriate Setting"
		"neat, clean"	from 2 a: ". . . space is clean, neat . . ."
		"comfortable seating"	from 2 b: ". . . provides for comfortable seating . . ."
		"confidential, uninterrupted"	from 2 c: ". . . provisions have been made for no interruptions . . ."
	c	"Provided record accessibility and ease of viewing"	from 2 b: ". . . provides for . . . ease of seating, easy viewing of charts and records . . ."
	d	"Appropriate closure, including summary, follow-up, and transition to informal conversation"	from 1 d: ". . . provides for appropriate closure of the interview including . . . summary of highlights, transition from formal interview to informal conversation, and follow-up."
2	a	"Courteous, deferential, respectful, and polite"	from 4 a: "Is courteous, deferential and polite throughout the entire conference/interview."
	b	"Unconditional positive regard without moralizing"	from 4 b: "Maintains unconditional positive regard throughout conference/interview, no moralizing"
	c	"Helping individual identify/deal with any defensive or adjustive behavior OR None existed"	from 5.5: ". . . interviewer helps clients deal with the defensive mechanism of stage of adjustment or No defensive or adjustive behaviors are evident."
	d	"Indicates empathy when the individual has difficulty answering a question (expressed understanding, concern, and encouragement during especially sensitive moments)"	from 4 c: "Expresses understanding and concern when the client reveals problems or discusses worries" and IPS 4 d: "Encourages client when he/she has difficulty answering a question or has a problem talking about a topic."
3	a	"Facilitated speaking what's on the individual's mind . . ."	from 8: "Keeps the Client Talking"
		". . . rather than on the interviewer's next remark"	from 9.5: "Actively involved in what the client is saying."
	b	"Clearly stated questions related to the conference purpose . . ."	from 10.3: "Questions are clearly stated and . . . related to the theme of the interview . . ."
	c	"Checked what is meant"	from 10.4: ". . . asks for clarifications when appropriate."
	d	"Interpreted or summarized and identified constructive intervention strategies"	from 13 d: ". . . interviewer brings thoughts to focus by bringing together several ideas through summarization."

CSI Item Numbers, Descriptors, Quotes		CPST-SE SOURCE OF ITEMS/PHRASES
4 a	"Relevant to conference purpose"	from 17.3: the positive side of "Trivial items or irrelevant content are avoided . . ."
b	"Real need addressed for specific resolution"	from 17.5: ". . . a real problem is addressed in terms of possible solutions and a specific plan of action."
c	"Meaningful examples, samples, charts, profiles, or test results provided"	from 17.4: "Client is provided with work samples, charts, profiles, test results or meaningful examples . . ."
d	"Related to a whole picture"	from 17.3: "Content . . . includes important items and issues that are brought together to form a whole."
5 c	"Evaluated options to resolve needs"	from 17.5: ". . . addressed in terms of possible solutions and a specific plan of action."
d	"Constructively-directed, avoided irrelevant or disruptive sidetracking"	from 11.5: ". . . while staying on target and accomplishing the goals of the interview" and 15.2: ". . . instances of wasted time during the interview."
6 a	"Understandable, articulate, correct"	from 6 a: "Speech is understandable and articulate" and 6 b: "Oral expression is correct."
b	"Professional vocabulary appropriate for the interviewed person's age and background"	from 6 d: "Vocabulary is professional but appropriate for the age and background of the client."
c	"Talked to, not down or over the head"	from 12 c: "Does not talk down to or over the head of the client."
d	"Provided alternatives and qualifications for sensitive areas"	from 12 d: "Provides for alternative responses in sensitive areas."
7 a	"Appropriate initiation begun by interviewer"	from 16 stem: "Initiates the Conference/Interview"
	"what should be accomplished in the conference, topics to be addressed . . . , use of information, assurance of confidentiality . . ."	from 16 a: "Explains the purpose of the conference/interview, what is trying to be accomplished, how the information will be used, and assurances of confidentiality."
	"length of the conference"	from 16 c: "Indicates how long the conference/interview will last."
	". . . topics to be addressed (any added by the individual) . . ."	from 16 d: "Invites the client to add topics, to ask questions, and to genuinely interact in the interview."
b	"Use of time effective to achieving conference goals"	from 15.4: "Interviewer makes highly effective use of time throughout the interview resulting in the achievement of the goals of the interview . . ."
c	"Managed distractions and digressions OR none existed"	from 15.5: ". . . interviewer is confronted with distractions and efforts by the client to digress . . ."
d	"Routine tasks not disruptive"	from 14.2: "Attends to routine tasks in a disruptive or inefficient manner . . ."
8 b	"Persons identified as who will do what when"	from 18.4: ". . . who will do what, when is specifically stated."
c	"Alternative plans specified if unsuccessful"	from 18.5: ". . . the plan includes specifics about what alternative strategies will be pursued if the initial ones do not succeed . . ."
d	"Follow-up plan specified"	from 18.4: "There is a clear plan of action . . ."

CSI Item Numbers, Descriptors, Quotes	**CPST-SE SOURCE OF ITEMS/PHRASES**
9 a "Summary of highlights"	from 19.4: ". . . summary of highlights . . ."
b "Limitations of conference stated"	from 19.4: ". . . statement of limitations of sessions . . ."
c "Follow-up plan of what was to happen next"	from 19.5: ". . . conference/interview concludes with a statement about what is to happen next (follow-up plan)."
d "Informal courtesy"	from 19.3: ". . . courtesy . . ."
10 Modified slightly to fit ALOE grammatical construction.	from 20

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Instrument History

Teaching owes a profound debt to the Georgia Department of Education and Lester M. Solomon for pioneering the *Teacher Performance Assessment Instruments* (TPAI) developed by the University of Georgia College of Education with over 4,000 educators contributing to teaching competency development. Quantification and analyses of observed teaching skills--and related support to teachers--have opened an era of educational research otherwise impossible.

Based on the TPAI, the *Arizona Teacher Residency Project* (ATRP) was piloted at Northern Arizona University several years beginning in 1983. The present instrument owes its basic shape and components to the TPAI/ATRP. Hierarchical scales with values of 1-to-5 were found most fitting for some items. Discrete scales with combinations of characteristics or subskills were found most fitting for other items. A key component to the TPAI/ATRP is the training program which creates a common frame of reference and a set of procedures for teacher evaluation and communication. This reduces subjectivity.

The *Critical Professional Skills of Teaching--Special Education* (CPST-SE) soon incorporated and expanded the ATRP. Specialized vocabulary and skills attempted to keep the strengths of ATRP while focusing on concerns and issues specific to Special Education.

The *Arizona Lesson Observation and Evaluation* (ALOE) began in March, 1988, as a revision of ATRP. Comments on the teacher-evaluation systems of the Amphitheater, Kyrene, Apache Junction, and Peoria School Districts in Arizona were appended to specific ATRP items for possible tailoring to further support such teacher education "customers." (These districts had shown the most teacher-administrator support for their teacher evaluation systems in Arizona. These systems also largely supported ATRP.) The consensus at the time was to rewrite the ATRP into a discrete-scale document. The regular teacher education faculty wanted feedback from various groups who worked with the ATRP before further tailoring to teacher education needs.

Feedback from the following sources changed the direction from a revision into another generation of focused teacher observation:

(1) University student teacher supervisors with backgrounds in (a) elementary and (b) secondary teacher education, (c) Special Education, (d) Foundations, and (e) Educational Psychology,

(2) Educational Specialties Faculty (Special Education and Bilingual/Multicultural Education), and

(3) Educational Psychology Faculty.

Busy faculty members suggested specific items or descriptors within their areas of expertise. In addition, Dr. Ron Hockwalt, District Superintendent of Cajon Valley Union School District, El Cajon, California, submitted his district teacher evaluation system for consideration. This system translated Effective Schools Research into competency format and uniquely contributed the basis for ALOE items eight and nine.

In 1984, the State of Arizona established Center for Excellence in Education (CEE) at Northern Arizona University. Legislative support assumes accountability, and the ALOE is one component of the Teacher Education Database effort to validate all teaching graduates. A quickly-growing school, the Center for Excellence in Education has separate regular and Special Education teacher education instruments. Completely separate long-range databases for regular and Special Education would require major adjustments for dual majors, but database construction for each area is also more than the Center has allocated resources to develop. Thus, the Center moved into a phase of blending the much longer CPST-SE with the ATRP/TPAI into the ALOE.

Since the ALOE integrates ATRP and CPST-SE, ALOE would be considerably longer than either parent instrument except for two strategies. ALOE attempts to (1) reduce duplication and (2) convert predominantly hierarchical-scale instruments into predominantly discrete-scale instruments. Directions to quantify the scales in instrument directions are brief examples.

Discrete-scale items are scored as:
1 - None of the descriptors is evident.
2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - Four of the descriptors are evident.
6 - Five of the descriptors are evident.
7 - Six of the descriptors are evident.
The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:
1 - 17.1 Few or no students achieve objective
2 - 17.2 Some students meet objective
3 - 17.3 Many students meet objective
4 - 17.4 Most students meet objective
5 - 17.5 Nearly all students meet objective

Whereas hierarchical-scales rank statements or characteristics, ALOE discrete-scales include three-to-six possible observations called descriptors, for instance: (a) One characteristic existed; (b) Another trait was evident; (c) Some issue was addressed. While the parent instruments address many of the same skills, both are predominantly hierarchical-scale instruments.

Teaching context is a source of concern for observers. Does the observation focus on teaching a simple skill within a lesson, on a lesson itself, or on an instructional unit? ALOE separates items specific to an instructional unit into a supplement to be observed by the cooperating teacher. There are thirty items both cooperating teacher and university supervisor observe.

In 1989, the ALOE editing committee representing teacher education and inservice at Northern Arizona University, Arizona State University, and Grand Canyon University reviewed the instrument. It is the intent of the editing committee that the instrument and the knowledge base serve rather than drive the teaching. The TPAI, ATRP, and CPST-SE items all have a 1-to-5 quantitative potential. The committee moved to a more open-ended approach.

Like ATRP and CPST-SE, ALOE will soon be adapted to scanner forms. The ALOE has several features and applications seldom addressed in instruments: (1) Context editions for comparison with methods class instruments,and to focus on specific settings for university supervisors and cooperating teachers, and an expanded Reference Edition for clarification. (2) The basic Supervisor Edition has nine percent (9%) less items than the ATRP, the shorter parent document. (3) Two supplemental items address Bilingual/Multicultural Education. Two more items address uniquely Special Education concerns, one of which is observed by both cooperating teacher and university supervisor. (4) A Categorical Component--planning, implementation, discipline and organization, and reflection--add the dimension of focusing attention on the conceptual knowledge base for expanding professional teaching repertoire. (5) Garry Taylor's *Functional Elements Analysis of Teaching Skills* (FEATS), recently developed at NAU, is 90-94% content related to the ALOE, providing an instructional counterpart so teacher education faculty do not have to "teach to the (ALOE) test." Accordingly, concern for ALOE instrumental research effect is minimized. FEATS addresses interrelated teaching concepts especially appropriate for methods classes and inservice. (6) The Conference Skills Instrument (CSI), screened by individual Special Education, Educational Psychology, and Educational Administration faculty, was integrated into the comprehensive package. Internships allow more time for actual conferences to be conducted and observed in Special Education, Educational Psychology, and Educational Administration. Teacher inservice offers opportunity for mentors, department chairs, and principals to observe actual conferences scarcely available to university supervisors.

Students from regular and Special Education (20-to-30 each) and Vocational Education are involved in the pilot study establishing correlation of parent instruments to ALOE during fall, 1989. The Center is trying to balance reliability and usability (streamlined in the low-inference ATRP format) while addressing concerns raised by education constituents (validity). Dr. Lester Solomon and the Teacher Assessment Project in Georgia faced this concern in the mid-1970s.

Organization and Intended Applications

The present document (ALOE) and Garry Taylor's *Functional Elements Analysis of Teaching Skills* (FEATS) form an integrated observation package allowing for teaching to be addressed in three dimensions:

(1) a categorical perspective,
(2) a clustered-repertoire context perspective (FEATS), and
(3) a skill level.

These dimensions are addressed in three contexts with distinct instrument editions for individuals able to observe teaching from specific perspectives:

(1) **Methods Edition**	designed to compare with existing instruments involving lessons taught peers in teacher education **methods class settings**,
(2) **Supervisor Edition**	designed for university supervisors, inservice agency observers, and researchers to observe **lessons** taught in actual K-12 classroom settings, and
(3) **Cooperating Teacher Edition**	designed for cooperating teacher, department chair, or principal to observe **instructional units** taught in actual K-12 classroom settings.

All of the Methods Edition items and descriptors can be observed in the Supervisor (lesson-focus) Edition setting, which in turn can be observed in Cooperating Teacher (instructional unit-focus) Edition setting. These editions have a cumulative relationship up to the complete Cooperating Teacher Edition. The **Reference Edition** was designed to explain in the same format expanded explanations of the skills and concepts. As such, it is cumbersome to use. The other three editions are more abbreviated work editions intended for regular use. Once ALOE is piloted, ***evaluators are intended to receive their appropriate work editions (Methods, Supervisor, or Cooperating Teacher Edition) with the Reference Edition.*** The various editions can be used to identify developmental aspects of teaching ability.

For teacher education and inservicing, Conference Skills Instrument (CSI) focuses observation on personal conferences. **Conference Skills Instrument Reference and Work Editions** are included in the present document. Lesson observations are easier to arrange than conference observations. Simulation may address such skills and issues for most teacher education. Special Education, Educational Psychology, and Educational Administration internships allow enough time for actual conferences to be conducted in those fields. Teacher inservicing offers opportunity for mentors, department chairs, and principals to observe actual conferences.

ALOE Reference Edition

Expanded Arizona Lesson Observation and Evaluation

March 30, 1990

Available Editions (Applications)

The instrument has a categorical component to allow focus on such general clusters as identifying beforehand what is to be taught and actually teaching what has been planned. The editions (applications) are cumulative. Methods items are included in the Supervisor Edition, which is, in turn, included in the Cooperation Teacher Edition. This feature allows skills to be compared as students progress through the teacher education program and into their initial years of teaching.

METHODS CLASS EDITION (Simulation)

This edition is designed for comparison with instruments used in methods classes for peer teaching. Any item can be used as the focus of observation. *Italicized items, descriptors, and phrases in the Methods Edition are not normally expected to be observed in simulation (peer-teaching) settings.* These *italicized items* are printed only to help the observer keep the context of the skills usually observed in elementary and secondary schools.

EDUCATION SUPERVISOR/RESEARCH EDITION (Teaching a Lesson)

The teaching context is the lesson. Designed to assist actual K-12 lesson observation by both university supervisors and cooperating teachers during field experience and student teaching.

COOPERATING TEACHER EDITION (Teaching an Instructional Unit)

The teaching context is the instructional unit. This edition expands the Supervisor Edition with items for which a mentor has knowledge of adopted curriculum, local school policy, and long-term exposure to instructional unit implementation. Such mentors include cooperating teachers during student teaching and school principals or department chairs as the teaching career begins.

The CATEGORICAL COMPONENT adds an integrative dimension to the instrument, which is more than a mere average of items in each category. As one finishes rating each category, the perceived "feel" for the category is recorded in the categorical component. This component is valuable for introductory professional education coursework to develop perspective. It is most important to keep the context of individual skills to the instructional setting. This is the realm in which the art of teaching operates. The definitions for the ratings from *Functional Elements Analysis of Teaching Skills* (FEATS) by Garry Taylor are briefly:

zero	not applicable to the activity
one	unobserved, needs education *before* practice
two	needs significant education/practice
three	needs additional education/practice
four	needs significant refinement
five	needs minimal refinement
six	developed or mastered

Categorical Component

DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE: As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills* (FEATS) are:

Categorical Rating Scale Definitions

Not applicable	*Needs education before practice*	*Needs significant education and practice*	*Needs minimal education and practice*	*Needs significant refinement*	*Needs minimal refinement*	*Mastered*
0	1	2	3	4	5	6

PROFESSIONAL THINKING AND **PLANNING**: Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0 1 2 3 4 5 6

INSTRUCTION AND CLASSROOM ORGANIZATION: Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0 1 2 3 4 5 6

DISCIPLINE AND CLASSROOM MANAGEMENT: Maintained classroom behavior and professional decorum conducive to the desired learning.

0 1 2 3 4 5 6

REFLECTING (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0 1 2 3 4 5 6

ANALYSIS (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0 1 2 3 4 5 6

PROFESSIONAL DEVELOPMENT (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0 1 2 3 4 5 6

Directions for following pages: Items are quantified as:

Discrete-scale items are scored as:

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2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - Four of the descriptors are evident.
6 - Five of the descriptors are evident.
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The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:

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3 - 17.3 Many students meet objective
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5 - 17.5 Nearly all students meet objective

PROFESSIONAL THINKING AND **PLANNING**

Specified Observable, Measurable Lesson Objectives

(1) Objectives

Condition for lesson observation: Outline of unit objectives

a. Objectives based on identified unit concepts and skills (measures to determine achievement)
b. Objectives logically sequenced OR one objective planned
c. Appropriate for student success level
d. Specified conditions of performance

Specified Teaching Procedures for Lesson

(2) Procedures

a. Referenced to objectives
b. Identified clearly how objectives are met
c. Sequenced in terms of what students are to do
d. Included an advanced organizer (set)
e. Included appropriate closure
f. Included integrative transitions

Specified Resources for Lesson

(3) Resources

Condition: List or inclusion of materials (even in facsimile form)

a. Relevant and referenced to objective/learning activity
b. Usable (e.g., readable, easy-to-follow directions)
c. Concrete or manipulative (hands-on) material included OR Not needed
d. Supplemental resources contributed to skill or concept OR School-adopted resources sufficient

Specified Procedures for Assessing Progress

(4) Assessment Procedures

Condition: Indicate pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests

a. Referenced to objectives (all that's targeted to be learned)
b. Helped students identify objectives before any graded assessment
c. Appropriate to objectives (what is planned), content (what is taught), and procedures (how it's presented)
d. Assessment appropriate to target students (not necessarily the same for all students) and expectancies (approximate or district-defined grade-level expectations)
e. Planned for periodic progress checks

Planned for Student Diversity

(5) Diversity of Student Culture and Behavior

a. Based on noted observation, such as
   - cognitive abilities
   - learning styles
   - learning rates
   - at-risk pupils
   - cultural/language backgrounds
   - social/emotional maturity
   - reluctant or difficult-to-reach pupils
   - handicaps

b. Targeted specific or individual instruction (referenced to specific assessment or previous event) OR observed that individualized instruction not needed
   [Not all students necessarily get same assignment.]
c. Provided for adaptive or unfinished assignments relevant to objectives and meaningful enrichment activities for those who finish early
d. Identified alternative procedures (such as referral to specialists of students with special needs the teacher can't meet) OR observed that alternative procedures were not essential

Activities Accounted for Student Diversity

(6) Diversity of Student Abilities

Plan (including questions to be addressed) balanced higher and lower thinking processes, such as Bloom's Cognitive Taxonomy identified here:
   Identify, clarify, or summarize;
   Apply information to particular situations;
   Identify and clarify parts of complex ideas or
      synthesize (integrate) knowledge;
   Judge value and importance of ideas,
according to the following criteria:

a. Appropriate to unit objectives
b. Apparent for student ease and motivation (readiness)
c. Smooth transition to/from other cognitive levels
d. Appropriately balanced higher and lower cognitive thinking

Established Conditions for Learning

(7) Classroom Control and Management

a. Procedures specify control techniques to facilitate target learning

activity reinforcement	token system
social reinforcement	modeling

b. Facilities (physical arrangement) and materials readily accessible (organized to maximize target learning)

c. Specified expectations for student behavior

identifying discipline strategies (beginning at lowest-key effective strategy): eye contact, proximity, gestures, touch, cue, "chew," natural consequence, time out, punishment, suspension, expulsion

preorganizing (directions to initiate non-routine transitions) to facilitate routines and minimize distractions

contingency contracting	shaping
activity reinforcement	modeling
group contingency	token system
home-based reinforcement	

Specific Cooperating Teacher Observation

UNIVERSITY SUPERVISOR OR MENTOR PREVIEWS ITEMS 8 AND 9 WITH PRINCIPAL, COOPERATING TEACHER, OR DEPARTMENT CHAIR. Some descriptors are available as the cooperating teacher evaluates the overall unit when completed. At the school site, teacher knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.

Adherence to Curriculum Objective

(8) Unit Progress and Feedback

a. Preassessment or previous unit performance defined base from which to build unit

b. Unit performance evaluation based on specified criteria

c. Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives

d. Students were provided unit feedback

Adherence to Course Objectives

(9) Adherence to Curriculum Objectives

(1) Instruction meets adopted scope and sequence.

(2) Any substituted materials are related to the adopted course of study.

9.1 Unrelated
9.2 Slightly related
9.3 Satisfactory
9.4 Relevant to course
9.5 Most relevant to course

INSTRUCTION AND CLASSROOM ORGANIZATION

Attended to Routine Tasks (or Time on-Task)

(10) Routine Tasks

a. Efficient teacher-attended routine tasks (a manner indicating anticipation)
b. Instruction not interrupted by routine tasks
c. Materials ready and in place
d. Smooth transitions between activities or parts of the lesson (e.g., the transition from opening into the main body, the instructional component)
e. Evidence of established routines, such as:
    appropriate activities when tasks done early
    putting away finished work properly
    reinforcing appropriate behavior at the end
    students working independently without distracting others
    tasks done with no more than minimal reminders

Opened Lesson Effectively

(11) Lesson Opening

a. Previewed lesson (established clear set)
b. Focused attention early for learning (quickly engaged class in target learning)
c. Made use of student motivation and enthusiasm (e.g., having students "teach" what they know)
d. Opening smooth and integrated (elements fitted together, seamless with lesson components connected naturally)
e. Connected (bridged) previous learning to new learning

Gave Clear Directions and Explanations Related to the Lesson (or No Misunderstandings were Apparent)

(12) Directions and Explanations

a. Appropriate (effective) to group size (whether for class, group, or individual)
b. Apparent effort to preclude potential confusion
c. Immediate clarification in same or different words OR not needed

Used Appropriate and Effective Teaching Methods (Techniques)

(13) Appropriate Teaching Methods

a. Relevant to objective
b. Teaching adjusted to monitoring and interpreted student feedback, effective for student achievement and personal growth
c. Attention drawn to target learning rather than the method (tool) being used
d. Smooth transitions between methods (e.g., lesson parts, elements, groups, delivery systems) OR one method appropriately used

Such teaching methods as the following observed:

TELLING	SHOWING	DOING	
audio tapes	demonstration	exercise	cooperative learning
debate	modeling	drill	manipulation
discussion	pictures	inquiry	problem solving
explanation	video tapes	practice	role-playing
exposition	written word	simulation	
lecture			
panel discussion			

SPECIALIZED TECHNIQUES such as VAKT, Learning Strategies Model, Direct Teaching

Used Student Responses and Questions in Teaching

(14) Use of Student Responses

a. Questioning techniques effective for class involvement and appropriate to lesson (including such means as active student involvement or thought-provoking questions)
b. Asked for responses or questions throughout lesson
c. Recognized students wanting to volunteer responses
d. Incorporated appropriate responses into the lesson
e. Levels of questions, such as
    concrete
    inferential
    pairs of students allowed to answer questions on a "buddy system"
  effective for class involvement and appropriate to lesson
f. Clear, supportive, and helpful answers to questions

Provided Opportunities for Participation

(15) Opportunities to Participate

15.1 Class activities required passive presence.

15.2 Only a few students required to participate actively; most appeared to be bystanders.

15.3 Most students had opportunity and participated actively at some time in the lesson,
    such as physical movement
        small group discussion
        manipulation of [hands-on] materials

15.4 All students had opportunity and participated in some type of activity.

15.5 All students had opportunity and participated in two or more activities OR one activity was appropriate for the lesson.

Provided Student Feedback Throughout Lesson

(16) Feedback to Students

a. Provided positive feedback for student work
b. Provided such corrective feedback as
    additional input   focusing attention
    clarification   restatement with prompting
  for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR Not needed
c. Helped students evaluate their own performance

Promoted Student Retention

(17) Retention

a. Previewed or helped students identify purpose or importance of lesson
b. Linked existing student experience or interest to current lesson
c. Modeled (demonstrated) the target learning
d. Accurate response to any mistakes with opportunity to correctly practice skills before making assignment or testing
e. Strategies presented to help organize content
    such as classifications
        generalizations
        concept relations
f. Reviewed previously-learned material

Provided Opportunity for Closure or Summarization

(18) Closure and Summarization

a. Relevant to objective(s)
b. Students actively involved in concept or skill closure
c. Related to lesson setting (what was next, clarification of assignment)

Used Instructional Equipment and Other Aids (19) Instructional Equipment/Aids

Support media/materials were unnecessary (rated "5") OR the following are evident:

a. When used, supported (contributed to) objectives
b. Teacher modeled objective with concrete or manipulative (hands-on) materials before practice
c. Guided practice used media/materials before independent student practice
d. Media/materials blended smoothly with other kinds of instruction

Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups (20) Grouping

Observed all learners could effectively participate in the whole group (with minimal frustration and boredom) (rated "5") OR

a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
b. Grouping based on diagnosed or frequently-checked skill levels and abilities with objective being taught
c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
d. Teacher role effective to each group size

Instruction Addressed Cultural/ Behavioral Diversity (21) Diversity

The class was apparently homogeneous regarding ethnic representation, handicap, language, socio-economic status, emotional development, and cognitive ability (rated "5") OR

a. Integrated instruction to address varied student needs
b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
c. Presented adaptations for those who finished early or did not finish
d. Adapted lesson for student motivation (readiness to be able to master target learning with minimal boredom or frustration)

Used Instructional Time Effectively

(22) Instructional Time Use

- a. Began and ended class on time
- b. Instructional pace and intensity (fast enough but not too fast) effective for class
- c. Revised instruction using evaluation results or observation OR not needed
- d. Interruptions minimized by on-going classroom management

  such as easily removed, replaced equipment
  material management and distribution
  quick attendance-taking
  preventing disruptive situations
  seating to minimize distraction and maximize appropriate role modeling
  smooth traffic patterns and transitions

Demonstrated Knowledge in Subject Area

(23) Subject Area Knowledge

- a. Presented information relevant to topic or objectives
- b. Vocabulary appropriate and at proper difficulty level
- c. Accurate information in context and current sources
- d. Additional resources for independent student use

Acceptable Written and Oral Expression

(24) Speech and Writing

- a. Speech and writing grammatically correct
- b. Speech understandable
- c. Writing legible

Maintained an Attractive and Stimulating Environment

(25) Environment

The teacher had no authorization or opportunity to control or modify the classroom setting (rated "6")

OR

- a. Noise level, activity, and movement minimized distractions (conducive to learning objectives)
- b. Provided smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting
- c. Bulletin boards and displays showed student work or promoted instructional purpose
- d. Provided student comfort with such matters as:

  ventilation, temperature, avoided glares, and view of materials

Special Education Supplement
(Rated "5" if one activity was appropriately conducted
"6" if not special education)

Exhibited Overlapping Behavior

(26) Overlapping Behavior

More than one situation or activity simultaneously not apparent during the lesson OR When handling more than one situation or activity simultaneously:

26.1 Ignored one situation or activity
26.2 Attended each situation or activity inefficiently
26.3 Attended one situation or activity well, the rest inefficient with busy work, idle time, or practice that reinforces errors
26.4 One situation or activity clearly more meaningful, but the rest not neglected
26.5 Each situation or activity smoothly attended, all students on task

Bilingual-Multicultural Supplement
(Rated "6" if not bilingual involving English)

Lessons Involving English Meaningful to Students

(27) Meaningful Lessons

a. Emphasizes regular content, not drill in English
b. Presented in a connotative context understood by students
c. Self-evident input during instruction in English OR NEP students not represented
d. Eighty-percent (80%) mastery of objectives achievable

Bilingual-Multicultural Supplement
(Rated "6" when not bilingual involving home language)

Lessons Involving the Student Home Language

(28) Home Language Proficiency

a. Used such registers as
    colloquial formal
    informal semi-formal
    technical

   appropriately to develop home language while learning basic skills

b. Focused on development of home language speaking, reading, and writing

c. No disruptive (distractive) hesitations or lapses related to the language itself

d. Provision for practice and expansion of LEP student home language

e. Eighty-percent (80%) mastery of objectives achievable

Specific Cooperating Teacher Observation

UNIVERSITY SUPERVISOR OR MENTOR PREVIEWS ITEMS 29-33 WITH PRINCIPAL, COOPERATING TEACHER, OR DEPARTMENT CHAIR. Student success can be confirmed by the cooperating teacher as quizzes and tests are administered. Items on testing can be observed by the cooperating teacher only when a test is administered and reported. *Item 34 can be observed only when a standardized test is administered.*

Student Success Rate

(29) Pupil Success Rate

Condition: Unit evaluation results and criteria

At the 80% Mastery Level:

29.1 Few students (less than 60%) achieved objective
29.2 Some students (about 60-69%) met objective
29.3 Many students (about 70-79%) met objective
29.4 Most students (about 80-89%) met objective
29.5 Nearly all students (about 90-100%) met objective

OR at the 100% Mastery Level:

29.6 All students met objective to the extent specified

Testing Skills

Test Environment and Materials

(30) Testing Environment

a. Noise level, activity, and movement minimized distractions (conducive to measuring objectives)

b. Provided student comfort with such matters as:
    ventilation, temperature, and avoided glares

c. Spoken directions clear and moderately presented

d. Materials arranged to minimize distractions

Handled Extraneous Behavior

(31) Extraneous Behavior

No extraneous behavior existed (rated "5") OR

a. Disregarded or redirected irrelevant remarks
b. Focused on motivation, interest, and task
c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers
d. Foresaw and precluded fatigue and distractions

Test Scoring

(32) Scoring

a. Instrument efficient to process
b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)
c. Evaluated as a whole, weighting results as needed
d. Test evaluated within the intent of the instrument

Performance Recording and Report Writing

(33) Recording

Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.

a. Based on specific observed information for objective, straightforward style in interpretation
b. Reason for the report implicit or specified
c. Recording done soon
d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed (e.g., grade book)

Standardized Testing Supplement (Rated "6" if not applicable.)

Standardized Procedures

(34) Standardized Testing

a. Used exact wording of directions
b. Maintained accurate timing
c. Presented materials in the prescribed manner
d. Didn't depend solely on reading printed directions, but did have them available for ready reference

DISCIPLINE AND CLASSROOM MANAGEMENT

Class Cohesiveness and Rapport (35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivatedn (rated "5"), OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

a. Students generally supported teacher leadership
b. Students supported efforts of each other towards targeted learning
c. Student language free of derogatory references, sarcasm
d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)

Communicated Professional Concern (36) Professional Support

a. Eye contact or facial expressions communicated respect, concern, and interest.
    - appeared interested
    - eye-brows raised
    - demonstrative
    - looked pleased
    - supportive
    - vibrant
    - eye contact without staring
    - lighting up frequently
    - shining, "dancing" eyes
    - changes in expression
    - frequent smile
    - demonstrative

b. Voice inflections stressed points of interest and importance.
    - changed volume and speed suddenly
    - clear articulation
    - varied tone and pitch

c. Posture communicated poise.
    - natural movement
    - moved around room
    - changed pace
    - unpredictable and energetic
    - sat among students
    - swinging around

d. Gestures accentuated points.
    - vigorous nodding when in agreement
    - pointing
    - sweeping
    - natural movement
    - quick and demonstrative

Demonstrated Warmth and Respect (37) Promote Mutual Respect

a. Used student names in both a warm, respectful way
b. Asked (or knew) student interests and opinions
    - praising
    - clarifying
    - encouragement
    - accepting ideas, feelings
    - varied responses

c. Maintained environment of mutual respect
d. Language free of derogatory references, sarcasm

Provided Feedback to Students about Behavior

(38) Feedback about Behavior

a. Predominantly positive reinforcement
b. Clear expectations about behavior supported by constructive comments about (un)acceptable behavior
c. Indicated awareness of participation and any significant off-task behavior
d. Nonverbal feedback
    smiles
    nods
    frowns
    proximity

Responsive to Student Needs and Feelings (Promoting Healthy Self-concept) during Intervention

(39) Sensitive to Students

No apparent need for intervention (rated "5") OR minor behavior problems appropriately managed by the following:

a. Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
b. Encouraged/complimented sustained effort and self-discipline during difficulty
c. Feedback adjusted to emotional needs without over-reacting or losing balance
d. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)

Maintained Positive Classroom Behavior

(40) Positive

a. Classroom control maintained through clear directions, smooth transitions, and established routines
b. Appropriate behavior reinforcement, such as:
    reward
    compliment
    correction
    non-verbal communication
    encouragement
c. Inconsequential misbehavior overlooked OR none existed
d. Guidance to promote self-discipline and responsibility

Managed Disruptive Behavior (41) Disruptive Behavior

No disruptive behavior existed (rated "5") OR

a. Focused on individuals who cause disruptions rather than the entire class (individual strategies planned as needed for special needs)
b. Major disruptions attended to quickly and firmly
c. Appropriate consequences, such as:
    based on severity of rule violation or off-task or disruptive behavior,
    clarity to students,
    consistent and fair application, and
    matched to age, class, and policy
d. *Keeping intervention as private as possible*

Specific Cooperating Teacher Observation

UNIVERSITY SUPERVISOR OR MENTOR PREVIEWS ITEM 42 AND, WHEN APPLICABLE, ITEM 43 WITH PRINCIPAL, COOPERATING TEACHER, OR DEPARTMENT CHAIR. The cooperating teacher's background puts these items in context. However, the supervisor's general and special background keeps these matters in perspective. Observation of such matters as appropriate attire and grooming can be made at this time.

Maintained Professional Decorum (42) Decorum

a. Attire, hygiene, and grooming appropriate for a classroom environment
b. Complied with school policy and legal standards for public staff conduct and confidentiality
c. Directed conduct of students according to school policy
d. Supervised non-instructional duties for which the cooperating teacher is normally responsible *(Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)*

Special Education Supplement

Used Behavior-Management Skills and Techniques

(43) Behavior-Management Skill

- a. Behavioral objectives based on baseline data or observation
- b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)
- c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions
  - duration recording
  - event recording
  - interval recording
  - time sampling
- d. Such techniques as the following observed (combined or modified if indicated):
  - activity reinforcement
  - contingency contracting
  - group contingency
  - home-based reinforcement
  - modeling
  - shaping
  - social reinforcement
  - token system

ALOE Methods Edition

Arizona Lesson Observation and Evaluation

March 30, 1990

The *ALOE Methods Edition* is provides a frame of reference for preservice or inservice teacher education for a peer-teaching setting. However, this edition is not intended for faculty. This edition is intended for on-going comparison with instruments involving lessons taught to peers in teacher education methods class settings. Coordinated on-going comparison with various instruments available in teaching methods classes is possible by research staff only with such an edition. This makes a longitudinal picture possible.

Though an introductory education instructor might focus on specific items, caution must be made to keep teaching practice in context as much as possible. Interaction of specific skills with each other varies effectiveness for intended purposes. Thus, teaching concepts should generally be established before specific ALOE items are identified to the one observed. This is best done inductively, letting students generalize rationale and conclusions from a common set of observations.

The Categorical Component--planning, instruction, discipline and class management, and reflection--is vital to developing an integrative context for skills with their relationships to other factors under the teacher's control. This component is especially vital in introduction to professional teacher education and in synthesizing pedagogy into more than mechanistic cloning of skills. Conceptual grasp of why and when certain teaching practices are effective is so important since the knowledge base is growing. The ALOE assumption is that the context makes teaching skills coherent. This instrument balances conceptual foundation with specific teaching practices in the hope of helping teacher educators and mentors foster the effective art of teaching related to professional practice and factors within a teacher's control.

Categorical Component

DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE: As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills* (FEATS) are:

Categorical Rating Scale Definitions

Not applicable	*Needs education before practice*	*Needs significant education and practice*	*Needs minimal education and practice*	*Needs significant refinement*	*Needs minimal refinement*	*Mastered*
0	1	2	3	4	5	6

PROFESSIONAL THINKING AND **PLANNING**: Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0 1 2 3 4 5 6

INSTRUCTION AND CLASSROOM ORGANIZATION: Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0 1 2 3 4 5 6

DISCIPLINE AND CLASSROOM MANAGEMENT: Maintained classroom behavior and professional decorum conducive to the desired learning.

0 1 2 3 4 5 6

REFLECTING (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0 1 2 3 4 5 6

ANALYSIS (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0 1 2 3 4 5 6

PROFESSIONAL DEVELOPMENT (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0 1 2 3 4 5 6

DIRECTIONS FOR ITEMS ON THE FOLLOWING PAGES: Items are quantified as follows:

Discrete-scale items are scored as:

1 - None of the descriptors is evident.
2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - Four of the descriptors are evident.
6 - Five of the descriptors are evident.
7 - Six of the descriptors are evident.

The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:

1 - 17.1 Few students achieve objective
2 - 17.2 Some students meet objective
3 - 17.3 Many students meet objective
4 - 17.4 Most students meet objective
5 - 17.5 Nearly all students meet objective

Italicized items, descriptors, and phrases are not normally expected to be observed in simulation settings. The other items can be supplemented with ratings on such matters as promptness with assignments, conscientious work, and contribution to coursework.

PROFESSIONAL THINKING AND **PLANNING**

Specified Observable, Measurable Lesson Objectives (1) Objectives

Condition for lesson observation: Outline of unit objectives

a. Objectives based on identified *unit* concepts and skills
b. Logically sequenced OR one objective planned
c. Appropriate for student success level
d. Specified conditions of performance

Specified Teaching Procedures for Lesson (2) Procedures

a. Referenced to objectives
b. Identified clearly how objectives are met
c. Sequenced in terms of what students are to do
d. Included an advanced organizer (set)
e. Included appropriate closure
f. Included integrative transitions

Specified Resources for Lesson (3) Resources

Condition: List or inclusion of materials (even in facsimile form)

a. Relevant and referenced to objective/learning activity
b. Usable
c. Concrete or manipulative (hands-on) material included OR not needed
d. Supplemental resources contributed to skill or concept OR school-adopted resources sufficient

Specified Procedures for Assessing Progress — (4) Assessment Procedures

Condition: Include pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests

a. Referenced to objectives
b. Helped students identify objectives before assessment
c. Appropriate to objectives, content, and procedures
d. Assessment appropriate to students and expectancies
e. Planned for periodic progress checks

ITALICIZED ITEMS BELOW ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Planned for Diversity of Student Culture and Behavioral Patterns — *(5) Diversity of Student Culture and Behavior*

a. Based on observation
b. Targeted specific instruction
c. Provision for adaptive or unfinished assignments and enrichment activities for those who finish early
d. Identified alternative procedures OR observed alternative procedures not essential

Activities Accounted for Diversity of Student Abilities — *(6) Diversity of Student Abilities*

Plans (and questions) balanced lower and higher levels of cognitive thinking (e.g., knowledge, application, analysis, synthesis, and judging).

a. Appropriate to unit objectives
b. Effective for student ease and motivation (readiness)
c. Smooth transition to/from other cognitive levels
d. Appropriately balanced higher and lower cognitive thinking

Established Conditions for Learning — *(7) Classroom Control and Management*

a. Procedures specify control techniques to facilitate target learning
b. Facilities and materials readily accessible (organized to maximize target learning)
c. Specified expectations for student behavior

Cooperating teacher PREVIEWS ITEMS 8 AND 9 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. Some descriptors are not available until the cooperating teacher observes the overall unit upon completion. At the school site, your knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.

Adherence to Curriculum Objectives

(8) Adherence to Objectives

a. Preassessment or previous unit performance defined based from which to build unit

b. Unit performance evaluation based on specified criteria

c. Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives

d. Students were provided unit-feedback

Adherence to Course Objectives

(9) Adherence to Adopted Curriculum

(1) Instruction meets adopted scope and sequence.

(2) Any substituted materials are related to the adopted course of study.

9.1 Unrelated
9.2 Slightly related
9.3 Satisfactory
9.4 Relevant to course
9.5 Most relevant to course

INSTRUCTION AND CLASSROOM ORGANIZATION

ITALICIZED DESCRIPTORS BELOW ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Attended to Routine or Ritual Tasks (or Time on-Task)

(10) Routine Tasks

a. Efficient teacher-attended routine tasks
b. Instruction not interrupted by routine tasks
c. Materials ready and in place
d. Smooth transitions between activities or parts of the lesson
e. *Students showed evidence of established routines*

Opened Lesson Effectively

(11) Lesson Opening

a. Previewed lesson (established clear set)
b. Focused attention early for learning
c. Used student motivation and enthusiasm
d. Opening was smooth and integrated
e. *Connected (bridged) previous learning to new learning*

Gave Clear Directions and Explanations Related to the Lesson

(12) Directions and Explanations

a. Appropriate for group size
b. Apparent effort to preclude confusion
c. Immediate clarification in same or different words OR not needed

Used Appropriate and Effective Teaching Methods (Techniques)

(13) Appropriate Teaching Methods

a. Relevant to objective
b. Teaching adjusted to monitoring and feedback
c. Attention drawn to target learning rather than the method
d. *Smooth transitions between methods OR one method appropriately used*

Used Student Responses and Questions in Teaching (14) Use of Student Responses

- a. Questioning strategies effective for class involvement and appropriate to the lesson (including such means as active student involvement or thought-provoking questions)
- b. Responses or questions solicited throughout lesson
- c. Recognized students wanting to volunteer responses
- d. Incorporated appropriate responses into the lesson
- e. Levels of questions effective for class involvement and lesson
- f. Clear, supportive, and helpful answers to questions

Provided Opportunities for Participation (15) Opportunities to Participate

15.1 Required passive presence.
15.2 Few students required to participate actively; most appeared bystanders.
15.3 Most students had opportunity and participated actively at some time in the lesson
15.4 All students had opportunity and participated in some type of activity
15.5 All students had opportunity for participation in two or more activities OR one activity was appropriate for the lesson.

Provided Student Feedback Throughout Lesson (16) Feedback to Students

- a. Provided positive feedback for student work
- b. Provided corrective feedback for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR not needed
- c. Helped students evaluate their own performance

Promoted Student Retention (17) Retention Techniques

- a. Previewed or helped students identify lesson's purpose or importance
- b. Linked existing student experience or interest to current lesson
- c. Modeled learnings
- d. Accurate response to mistakes with opportunity to correctly practice skill before assignment or assessment
- e. Strategies presented to help organize content
- f. Reviewed previously-learned material

Provided Opportunity for Closure or Summarization

(18) Closure and Summarization

a. Relevant to objective(s)
b. Students involved in concept or skill closure
c. *Related to lesson's setting*

Used Instructional Equipment and Other Aids

(19) Instructional Equipment/Aids

Support media/materials were unnecessary OR the following are evident:

a. When used, supported objective(s)
b. Modeled objective(s) with concrete or manipulative (hands-on) materials
c. Guided practice used media/materials
d. Media/materials blended with other instruction

ITALICIZED ITEMS AND PHRASES BELOW ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups

(20) Grouping

All learners could effectively participate in the whole group with minimal frustration and boredom OR

a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
b. Based on diagnosed or frequently-checked skill levels and abilities with objective being taught
c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
d. Teacher role effective to each group size

Instruction Addressed Cultural/ Behavioral Diversity

(21) Diversity

The class was apparently homogeneous regarding ethnic representation, handicaps, language, socio-economic status, emotional development, and cognitive ability OR

a. Integrated instruction to address varied student needs
b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
c. Presented adaptations for those who finished early or did not finish
d. Adapted lesson for student motivation (readiness)

Used Instructional Time Effectively *(22) Instructional Time Use*

- *a. Began and ended class on time*
- *b. Instructional pace and intensity effective for class*
- *c. Revised instruction using evaluation results or observation OR not needed*
- *d. Interruptions minimized by on-going classroom management*

Demonstrated Knowledge in Subject Area (23) Subject Area Knowledge

- a. Information relevant to topic or objectives
- b. Vocabulary appropriate and at proper difficulty level
- c. Accurate information in context and current sources
- *d. Additional resources for independent student use*

Acceptable Written and Oral Expression (24) Speech and Writing

- a. Grammatically correct speech and writing
- b. Understandable speech
- c. Legible writing

ITALICIZED ITEM 25 HERE IS NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Maintained an Attractive and Stimulating Environment *(25) Environment*

The teacher had no authorization or opportunity to control or modify the classroom setting (rated "6")
OR

- *a. Noise level, activity, and movement minimized distractions*
- *b. Smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting*
- *c. Bulletin boards and displays showed student work or promoted instructional purpose*
- *d. Provided student comfort*

Special Education Supplement
(Rated "5" if one activity was appropriately conducted or
"6" if not special education.)

Exhibited Overlapping Behavior (26) Overlapping Behavior

More than one situation or activity simultaneously not apparent during the lesson OR When handling more than one situation or activity simultaneously:

26.1 Ignored one situation or activity
26.2 Attended each situation or activity inefficiently
26.3 Attended one situation or activity well, the rest inefficient
26.4 One situation or activity clearly more meaningful, but the rest not neglected
26.5 Each situation or activity smoothly attended, all students on task

ITALICIZED ITEMS BELOW ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Bilingual-Multicultural Supplement
(Rate "6" if not bilingual involving English.)

Lessons Involving English Meaningful to Students *(27) Meaningful Lessons*

a. Emphasizes regular content, not drill in English
b. Presented in an understandable context
c. Self-evident input during instruction in English OR NEP students not represented
d. Eighty-percent mastery of objectives achievable

Bilingual-Multicultural Supplement
(Rate "6" if not bilingual involving home language.)

Lessons Involving the Student Home Language *(28) Home Language*

a. Used language registers appropriately to develop home language while learning basic skills
b. Focused on development of home language speaking, reading, and writing
c. No disruptive hesitations or lapses (in the language)
d. Provision for practice and expansion of LEP student home language
e. Eighty-percent mastery of objectives achievable

Cooperating teacher PREVIEWS ITEMS 29-33 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR in classroom settings. Student success can be confirmed only after quizzes and tests are administered. Items on testing can be observed by you only when a test is administered and reported. Item 34 can be observed only when a standardized test is administered.

Student Success Rate *(29) Success Rate*

Condition: Unit evaluation results and criteria

At the 80% Mastery Level

29.1 Few students (less than 60%) achieved objective
29.2 Some students (about 60-69%) met objective
29.3 Many students (about 70-79%) met objective
29.4 Most students (about 80-89%) met objective
29.5 Nearly all students (about 90-100%) met objective

OR at the 100% Mastery Level:

29.6 All students met objective to the extent specified

Testing Skills

Test Environment and Materials *(30) Test Setting*

a. Noise level, activity, and movement minimized distractions
b. Provided student comfort
c. Spoken directions clear and moderately presented
d. Materials arranged to minimize distractions

Handled Extraneous Behavior *(31) Test Behavior*

No extraneous behavior existed OR

a. Disregarded or redirected irrelevant remarks
b. Focused on motivation, interest, and task
c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers
d. Foresaw and precluded fatigue and distractions

Test Scoring *(32) Test Scoring*

a. Instrument efficient to process
b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)
c. Evaluated as a whole, weighting results as needed
d. Test evaluated within the intent of the instrument

Performance Recording and Report Writing (33) *Reporting*

Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.

a. Based on specific observed information for objective, straightforward style in interpretation
b. Reason for the report implicit or specified
c. Recording done soon
d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed

Standardized Testing Supplement
(Rate "6" if not applicable.)

Standardized Procedures (34) *Standardized Procedures*

a. Used exact wording of directions
b. Maintained accurate timing
c. Presented materials in the prescribed manner
d. Didn't depend solely on reading printed directions, but did have them available for ready reference

DISCIPLINE AND CLASSROOM MANAGEMENT

ITALICIZED ITEMS AND PHRASES ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Class Cohessiveness and Rapport

(35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivated, OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

- *a. Students generally supported teacher leadership*
- *b. Students supported honest efforts of each other towards targeted*
- *c. Student language free of derogatory references, sarcasm*
- *d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)*

Communicated Professional Concern

(36) Professional Support

- a. Eye contact or facial expressions communicated respect, concern, and interest.
- b. Voice inflections stressed importance and interest.
- c. Posture communicated poise.
- d. Gestures accentuated points.

Demonstrated Warmth and Respect

(37) Promote Mutual Respect

- a. Used student names in a warm, respectful way
- b. Asked (or knew) student interests and opinions
- c. Maintained environment of mutual respect
- d. Language free of derogatory references, sarcasm

Provided Feedback to Students about Behavior

(38) Feedback about Behavior

- a. Predominantly positive reinforcement
- b. Nonverbal feedback evident
- c. Indicates awareness of participation/off-task behavior
- d. Clear expectations about behavior supported by constructive comments

Responsive to Student Needs and Feelings (Promoting Healthy Self-concept) during Intervention

(39) Sensitive to Students

No apparent need for intervention (rated a total of "3") OR minor behavior problems appropriately managed by

a. Praised, corrected, recognized, *or displayed student products* at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
b. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)
c. *Feedback adjusted to emotional needs without over-reacting or losing balance*
d. *Encouraged/complimented sustained effort and self-discipline during difficulty*

ITALICIZED ITEMS BELOW ARE NOT NORMALLY OBSERVED OUTSIDE THE K-12 CLASSROOM SETTING.

Maintained Positive Classroom Behavior

(40) Positive

a. Through directions, transitions, and routines
b. Appropriate behavior reinforcement
c. Inconsequential misbehavior overlooked OR none existed
d. Guidance to promote self-discipline and responsibility

Managed Disruptive Behavior

(41) Disruptive Behavior

No disruptive behavior existed OR
a. Focused on individuals who cause disruptions
b. Major disruptions attended to quickly and firmly
c. Appropriate consequences
d. Kept intervention as private as possible

Cooperating teacher PREVIEWS ITEM 42 AND, WHEN APPLICABLE, 43 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR in classroom settings. The cooperating teacher's background puts these items in context. However, the supervisor's general and special background puts these matters in perspective. Cooperating teacher observation of such matters as appropriate attire and grooming can be noted at this time.

Decorum *(42) Decorum*

- ***a.*** *Attire, hygiene, and grooming appropriate for a classroom environment*
- ***b.*** *Complied with school policy and legal standards for public staff conduct and confidentiality*
- ***c.*** *Directed conduct of students according to school polity*
- ***d.*** *Supervised non-instructional duties for which the cooperating teacher is normally responsible (Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)*

Special Education Supplement
(Rate "6" if not applicable.)

Behavior-Management Skill *(43) Behavior-Management*

- ***a.*** *Behavioral objectives based on baseline data or observation*
- ***b.*** *One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)*
- ***c.*** *Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions*
    - *duration reinforcement*
    - *event recording*
    - *modeling*
    - *time sampling*
- ***d.*** *Such techniques as the following observed (combined or modified if indicated):*
    - *activity reinforcement*
    - *contingency contracting*
    - *group contingency*
    - *home-based reinforcement*
    - *modeling*
    - *shaping*
    - *social reinforcement*
    - *token system*

SUMMARY SHEET
Methods ALOE

Arizona Lesson Observation and Evaluation
Division for Research and Staff Development
Center for Excellence in Education
Box 5774, Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-5851

CATEGORICAL RATINGS							
Planning	0	1	2	3	4	5	6
Instruction	0	1	2	3	4	5	6
Discipline	0	1	2	3	4	5	6
Reflecting	0	1	2	3	4	5	6
Analysis	0	1	2	3	4	5	6
Professional Development	0	1	2	3	4	5	6

DISCIPLINE

18	19	20	21
A	A	A	A
B	B	B	B
C	C	C	
D	D	D	

PLANNING

1	2	3	4
A	A	A	A
B	B	B	B
C	C	C	C
D	D		D
	E		E
	F		

INSTRUCTION and Classroom Organization

5	6	7	8	9	10	11	12	13	14	15	16	17
					1							1
A	A	A	A	A	2	A	A	A	A	A	A	2
B	B	B	B	B	3	B	B	B	B	B	B	3
C	C	C	C	C	4	C	C		C	C	C	4
D	D			D			D		D			5
				E			E					6*
				F			F					

Teacher: ______________ ID: __________
Date: __________ Major/Minor: ___________
Simulation (Grade Level/Subject): ___________

Observer ____________
Observer Code (circle): Supervisor 1,
Cooperating Teacher 2, External
Data Collector 3, Self 4, Peer 5,
Other___________ 7
Observation Code (circle): Practicum
1a, b, c, Student Teaching 2a,
b, c, Entry-level 3a, b, c

For course-related observation:
Instructor: _____________ Course: _______

*6 Not a Special Education class (Item #17)

Arizona Lesson Observation and Evaluation RECORD **Methods Edition**	Teacher Observed:	I.D.
	Date:	Observer:
	Course:	If applicable, check PRACTICUM ( )
	Instrument being compared with ALOE:	

DIRECTIONS: With ALOE, preview lesson plan for Planning Category. Then observe the lesson for Instruction and Discipline Categories. (1) Mark "observed" descriptors, then "clarif[y]" from the conference with the observed teacher. (2) Mark direct numerical entry statement fitting the lesson. Parenthetical numbers following item titles refer to the complete set of ALOE items. Categorical Component ratings are made in the boxes heading each category. When the summary page is stapled on top of this record, disregard filling in the above information.

TO TRANSFER TO THE SUMMARY SHEET: Circle appropriate descriptor letters (A, B, etc.) or the statement number (1-to-5) best describing hierarchical-scale items. Write in the direct numerical entry (usually 4-to-7) in the box immediately below the summary item number. Circle the appropriate number in the Categorical Ratings box for these definitions: 0 = Not applicable; 1 = Needs education before practice; 2 = Needs significant education and practice; 3 = Needs minimal education and practice; 4 = Needs significant refinement; 5 = Needs minimal refinement; and 6 = Developed or mastered. The outline item is a Special Education supplement.

Reflecting ☐ **(a) Analysis** ☐ **(b) Professional Development** ☐

Planning ☐

1 Objectives (1)

Descriptor Entry

Observed		Clarified
☐	a Objective-based	☐
☐	b Sequenced	☐
☐	c Appropriate	☐
☐	d Conditions	☐

Direct Numerical Entry

Descriptors evident
1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐

Rationale:

2 Procedures (2)

Descriptor Entry

Observed		Clarified
☐	a Referenced	☐
☐	b How achieved	☐
☐	c Sequenced	☐
☐	d Organizer (set)	☐
☐	e Closure	☐
☐	f Integrative	☐

Direct Numerical Entry

Descriptors evident
1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐
6 Five ☐
7 Six ☐

Rationale:

3 Resources (3)	4 Assessment Procedures (4)
Descriptor Entry Observed Clarified ☐ a Relevant ☐ ☐ b Usable ☐ ☐ c Hands-on ☐ d Supplemental or adapted resources OK* *Direct Numerical Entry* Descriptors evident 1 None ☐ 2 One ☐ 3 Two ☐ 4 Three ☐	*Descriptor Entry* Observed Clarified ☐ a Referenced ☐ ☐ b Students identify ☐ ☐ c Appropriate ☐ ☐ d Effective ☐ ☐ e Progress checks ☐ *Direct Numerical Entry* Descriptors evident 1 None ☐ 2 One ☐ 3 Two ☐ 4 Three ☐ 5 Four ☐ 6 Five ☐
Rationale: *Not normally observed outside the K-12 classroom setting*	**Rationale:**

Instruction

5 Routine Classroom Tasks (10)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Efficient	☐		2 One ☐
☐ b Nondisruptive	☐		3 Two ☐
☐ c Materials ready	☐		4 Three ☐
d *Transitions**			

Rationale:

**Not normally observed outside the K-12 classroom setting.*

6 Lesson Opening (11)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Previewed (set)	☐		2 One ☐
☐ b Focused early	☐		3 Two ☐
☐ c Used motivation	☐		4 Three ☐
☐ d Smooth, Integrated	☐		5 Four ☐

Rationale:

7 Directions and Explanations (12)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Appropriate for size	☐		2 One ☐
☐ b Preclude confusion	☐		3 Two ☐
☐ c Clarification	☐		4 Three ☐

Rationale:

8 Appropriate Teaching Methods (13)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Objective-referenced	☐		2 One ☐
☐ b Adjusted to feedback	☐		3 Two ☐
☐ c Focused on learning	☐		4 Three ☐
d *Smooth transitions or one method OK**			

Rationale:

**Not normally observed outside the K-12 classroom setting.*

9 Student Responses (14)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Effective	☐		2 One ☐
☐	b Solicited responses	☐		3 Two ☐
☐	c Recognized students	☐		4 Three ☐
☐	d Incorporated	☐		5 Four ☐
☐	e Questions effective	☐		6 Five ☐
☐	f Clear, supportive	☐		7 Six ☐

Rationale:

10 Provided Opportunities for Participation (15)

Direct Numerical Entry

☐ 1 Passive

☐ 2 Mostly bystanders

☐ 3 Some activity for most students

☐ 4 Opportunity for all in an activity

5 Opportunity for all in 2+ activities or
*One activity appropriate for lesson**

Rationale:

*Not normally observed outside the K-12 classroom setting.

11 Feedback to Students (16)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Positive	☐		2 One ☐
☐	b Corrective if needed	☐		3 Two ☐
☐	c Student evaluation	☐		4 Three ☐

Rationale:

12 Retention Techniques (17)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Previewed, value	☐		2 One ☐
☐	b Linked	☐		3 Two ☐
☐	c Modeled	☐		4 Three ☐
☐	d Correct practice	☐		5 Four ☐
☐	e Learning stratefies	☐		6 Five ☐
	*f Reviewed**			

Rationale:

*Not normally observed outside the K-12 classroom setting.

13 Closure and Summarization (18)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	
☐	a Relevant to objectives	☐		1 None ☐
☐	b Involved students	☐		2 One ☐
	c *Related to instructional unit**			3 Two ☐

Rationale:

**Not normally observed outside the K-12 classroom setting*

14 Instructional Equipment/Aids (19)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	
☐	a Supported objective	☐		1 None ☐
☐	b Concrete (hands-on)	☐		2 One ☐
☐	c Used in practice	☐		3 Two ☐
☐	d Blended into lesson	☐		4 Three ☐
				5 Four ☐

Rationale:

15 Subject Area Knowledge (23)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	
☐	a Relevant	☐		1 None ☐
☐	b Vocabulary	☐		2 One ☐
☐	c Context accuracy	☐		3 Two ☐
	d *Additional resources for independent use**			4 Three ☐

Rationale:

**Not normally observed outside the K-12 classroom setting*

16 Speech and Writing (24)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	
☐	a Grammar correct	☐		1 None ☐
☐	b Understandable	☐		2 One ☐
☐	c Legible	☐		3 Two ☐
				4 Three ☐

Rationale:

17 Special Education Overlapping Behavior (26)

Direct Numerical Entry

☐ 1 One activity ignored
☐ 2 Attended each but inefficiently
☐ 3 One activity attended well, the rest inefficient
☐ 4 One activity more meaningful, the rest not neglected
☐ 5 Each situation smoothly attended, all on task
or more than one activity not apparent in lesson
☐ 6 *NOT a special education class*

Rationale:

Discipline

18 Professional Support (36)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Eye contact, expressions	☐		2 One ☐
☐ b Voice inflections	☐		3 Two ☐
☐ Posture	☐		4 Three ☐
☐ Gestures	☐		5 Four ☐

Rationale:

19 Promote Mutual Respect (37)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Used student names	☐		2 One ☐
☐ b Student interests	☐		3 Two ☐
☐ c Environment	☐		4 Three ☐
☐ d Non-derogatory	☐		5 Four ☐

Rationale:

20 Feedback about Behavior (38)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Predominantly positive	☐		2 One ☐
☐ b Nonverbal feedback	☐		3 Two ☐
☐ c Awareness	☐		4 Three ☐
☐ d Clear expectations	☐		5 Four ☐

Rationale:

21 Sensitive to Students (39)

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Intervention	☐		2 One ☐
☐ b Sense of belonging	☐		3 Two ☐
☐ c Emotional balance	☐		4 Three ☐
☐ d Encouraged self-discipline	☐		5 Four ☐

Rationale:

ALOE Supervisor Edition

Arizona Lesson Observation and Evaluation

March 30, 1990

The *ALOE Supervisor Edition* is designed for teacher observation in elementary- and secondary-level classrooms. Though you can focus on specific items, caution must be made to keep teaching practice in context as much as possible. Interaction of specific skills with each other varies effectiveness for intended purposes. Teaching concepts should generally have been established before related ALOE items are presented to the observed teacher. Ongoing development of teaching concepts is best done inductively, letting the teacher generalize during a post-observation conference the rationale and conclusions of what the teacher and you, the supervisor, observed.

Since university supervisors, researchers, and observers from central offices lack time to observe whole instructional units, this edition focuses on the lesson. Items related to instructional units are *italicized* and prefaced with **boldfaced** notes to alert you not to evaluate what is not expected. You should, however, be aware of the unit context and provide relevant observations to the local mentor or cooperating teacher. The mentor at the school site is able to observe lessons and evaluation--perhaps, too, possible conferences--of the instructional unit.

The Categorical Component--planning, instruction, discipline and class management, and reflection--is vital to developing an integrative context for skills with their relationships to other factors under the teacher's control. This component is especially vital in synthesizing pedagogy into more than mechanistic cloning of skills. Conceptual grasp of why and when certain teaching practices are effective is important since the knowledge base is growing. The ALOE assumption is that the context makes teaching skills coherent. This instrument balances conceptual foundation with specific teaching practices in the hope of helping teacher educators and mentors foster the effective art of teaching related to professional practice and factors within a teacher's control.

Categorical Component

DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE: As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/ department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills* (FEATS) are:

Categorical Rating Scale Definitions

Not applicable	*Needs education before practice*	*Needs significant education and practice*	*Needs minimal education and practice*	*Needs significant refinement*	*Needs minimal refinement*	*Mastered*
0	1	2	3	4	5	6

PROFESSIONAL THINKING AND **PLANNING**: Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0 1 2 3 4 5 6

INSTRUCTION AND CLASSROOM ORGANIZATION: Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0 1 2 3 4 5 6

DISCIPLINE AND CLASSROOM MANAGEMENT: Maintained classroom behavior and professional decorum conducive to the desired learning.

0 1 2 3 4 5 6

REFLECTING (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0 1 2 3 4 5 6

ANALYSIS (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0 1 2 3 4 5 6

PROFESSIONAL DEVELOPMENT (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0 1 2 3 4 5 6

DIRECTIONS FOR ITEMS ON THE FOLLOWING PAGES: Items are quantified as follows:

Discrete-scale items are scored as:

1 - None of the descriptors is evident.
2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - Four of the descriptors are evident.
6 - Five of the descriptors are evident.
7 - Six of the descriptors are evident.

The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:

1 - 17.1 Few students achieve objective
2 - 17.2 Some students meet objective
3 - 17.3 Many students meet objective
4 - 17.4 Most students meet objective
5 - 17.5 Nearly all students meet objective

Italicized items, descriptors, and phrases are not normally expected to be observed in lesson settings. The cooperating teacher, principal, or a peer teacher at the school site has opportunity to observe the "cooperating teacher" items at the end of each skill category identified above. The university supervisor should consult about such items with the cooperating teacher during the post-observation conference.

PROFESSIONAL THINKING AND **PLANNING**

Specified Observable, Measurable Lesson Objectives

(1) Objectives

Condition for lesson observation: Outline of unit objectives

a. Objectives based on identified unit concepts and skills
b. Logically sequenced OR one objective planned
c. Appropriate for student success level
d. Specified conditions of performance

Specified Teaching Procedures for Lesson

(2) Procedures

a. Referenced to objectives
b. Identified clearly how objectives are met
c. Sequenced in terms of what students are to do
d. Included an advanced organizer (set)
e. Included appropriate closure
f. Included integrative transitions

Specified Resources for Lesson

(3) Resources

Condition: List or inclusion of materials (even in facsimile form)

a. Relevant and referenced to objective/learning activity
b. Usable
c. Concrete or manipulative (hands-on) material included OR not needed
d. Supplemental resources contributed to skill or concept OR school-adopted resources sufficient

Specified Procedures for Assessing Progress

(4) Assessment Procedures

Condition: Include pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests

a. Referenced to objectives
b. Helped students identify objectives before assessment
c. Appropriate to objectives, content, and procedures
d. Assessment appropriate to students and expectancies
e. Planned for periodic progress checks

Planned for Diversity of Student Culture and Behavioral Patterns

(5) Diversity of Student Culture and Behavior

a. Based on observation
b. Targeted specific instruction
c. Provision for adaptive or unfinished assignments and enrichment activities for those who finish early
d. Identified alternative procedures OR observed alternative procedures not essential

Activities Accounted for Diversity of Student Abilities

(6) Diversity of Student Abilities

Plans (and questions) balanced lower and higher levels of cognitive thinking (e.g., knowledge, application, analysis, synthesis, and judging).

a. Appropriate to unit objectives
b. Effective for student ease and motivation (readiness)
c. Smooth transition to/from other cognitive levels
d. Appropriately balanced higher and lower cognitive thinking

Established Conditions for Learning

(7) Classroom Control and Management

a. Procedures specify control techniques to facilitate target learning
b. Facilities and materials readily accessible (organized to maximize target learning)
c. Specified expectations for student behavior

Dear University Supervisor:

DO NOT SCORE ITEMS 8 OR 9. PREVIEW ITEMS 8 AND 9 WITH COOPERATING TEACHER, DEPARTMENT CHAIR, OR PRINCIPAL. Some descriptors are not observable until the cooperating teacher evaluates the overall unit upon completion. At the school site, the cooperating teacher's knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.

Adherence to Curriculum Objectives

(8) Adherence to Objectives

- *a. Preassessment or previous unit performance defined based from which to build unit*
- *b. Unit performance evaluation based on specified criteria*
- *c. Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives*
- *d. Students were provided unit-feedback*

Adherence to Course Objectives

(9) Adherence to Adopted Curriculum

(1) Instruction meets adopted scope and sequence.
(2) Any substituted materials are related to the adopted course of study.

9.1 Unrelated
9.2 Slightly related
9.3 Satisfactory
9.4 Relevant to course
9.5 Most relevant to course

INSTRUCTION AND CLASSROOM ORGANIZATION

Attended to Routine or Ritual Tasks (or Time on-Task)

(10) Routine Tasks

a. Efficient teacher-attended routine tasks
b. Instruction not interrupted by routine tasks
c. Materials ready and in place
d. Smooth transitions between activities or parts of the lesson
e. Students showed evidence of established routines

Opened Lesson Effectively

(11) Lesson Opening

a. Previewed lesson (established clear set)
b. Focused attention early for learning
c. Used student motivation and enthusiasm
d. Opening was smooth and integrated
e. Connected (bridged) previous learning to new learning

Gave Clear Directions and Explanations Related to the Lesson

(12) Directions and Explanations

a. Appropriate for group size
b. Apparent effort to preclude confusion
c. Immediate clarification in same or different words OR not needed

Used Appropriate and Effective Teaching Methods (Techniques)

(13) Appropriate Teaching Methods

a. Relevant to objective
b. Teaching adjusted to monitoring and feedback
c. Attention drawn to target learning rather than the method
d. Smooth transitions between methods OR one method appropriately used

Used Student Responses and Questions in Teaching

(14) Use of Student Responses

- **a.** Questioning strategies effective for class involvement and appropriate to the lesson (including such means as active student involvement or thought-provoking questions)
- **b.** Responses or questions solicited throughout lesson
- **c.** Recognized students wanting to volunteer responses
- **d.** Incorporated appropriate responses into the lesson
- **e.** Levels of questions effective for class involvement and lesson
- **f.** Clear, supportive, and helpful answers to questions

Provided Opportunities for Participation

(15) Opportunities to Participate

- **15.1** Required passive presence.
- **15.2** Few students required to participate actively; most appeared bystanders.
- **15.3** Most students had opportunity and participated actively at some time in the lesson
- **15.4** All students had opportunity and participated in some type of activity
- **15.5** All students had opportunity for participation in two or more activities OR one activity was appropriate for the lesson.

Provided Student Feedback Throughout Lesson

(16) Feedback to Students

- **a.** Provided positive feedback for student work
- **b.** Provided corrective feedback for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR not needed
- **c.** Helped students evaluate their own performance

Promoted Student Retention

(17) Retention Techniques

- **a.** Previewed or helped students identify lesson's purpose or importance
- **b.** Linked existing student experience or interest to current lesson
- **c.** Modeled learnings
- **d.** Accurate response to mistakes with opportunity to correctly practice skill before assignment or assessment
- **e.** Strategies presented to help organize content
- **f.** Reviewed previously-learned material

Provided Opportunity for Closure or Summarization

(18) Closure and Summarization

a. Relevant to objective(s)
b. Students involved in concept or skill closure
c. Related to lesson's setting

Used Instructional Equipment and Other Aids

(19) Instructional Equipment/Aids

Support media/materials were unnecessary OR the following are evident:

a. When used, supported objective(s)
b. Modeled objective(s) with concrete or manipulative (hands-on) materials
c. Guided practice used media/materials
d. Media/materials blended with other instruction

Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups

(20) Grouping

All learners could effectively participate in the whole group with minimal frustration and boredom OR

a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
b. Based on diagnosed or frequently-checked skill levels and abilities with objective being taught
c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
d. Teacher role effective to each group size

Instruction Addressed Cultural/ Behavioral Diversity

(21) Diversity

The class was apparently homogeneous regarding ethnic representation, handicaps, language, socio-economic status, emotional development, and cognitive ability OR

a. Integrated instruction to address varied student needs
b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
c. Presented adaptations for those who finished early or did not finish
d. Adapted lesson for student motivation (readiness)

Used Instructional Time Effectively

(22) Instructional Time Use

a. Began and ended class on time
b. Instructional pace and intensity effective for class
c. Revised instruction using evaluation results or observation OR not needed
d. Interruptions minimized by on-going classroom management

Demonstrated Knowledge in Subject Area

(23) Subject Area Knowledge

a. Information relevant to topic or objectives
b. Vocabulary appropriate and at proper difficulty level
c. Accurate information in context and current sources
d. Additional resources for independent student use

Acceptable Written and Oral Expression

(24) Speech and Writing

a. Grammatically correct speech and writing
b. Understandable speech
c. Legible writing

Maintained an Attractive and Stimulating Environment

(25) Environment

The teacher had no authorization or opportunity to control or modify the classroom setting (rated "6")
OR
a. Noise level, activity, and movement minimized distractions
b. Smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting
c. Bulletin boards and displays showed student work or promoted instructional purpose
d. Provided student comfort

Special Education Supplement
(Rate "5" if one activity was appropriately conducted or "6" if not special education.)

Exhibited Overlapping Behavior

(26) Overlapping Behavior

More than one situation or activity simultaneously not apparent during the lesson OR When handling more than one situation or activity simultaneously:

26.1 Ignored one situation or activity
26.2 Attended each situation or activity inefficiently
26.3 Attended one situation or activity well, the rest inefficient
26.4 One situation or activity clearly more meaningful, but the rest not neglected
26.5 Each situation or activity smoothly attended, all students on task

Bilingual-Multicultural Supplement
(Rate "6" if not bilingual involving English.)

Lessons Involving English Meaningful to Students

(27) Meaningful Lessons

a. Emphasizes regular content, not drill in English
b. Presented in an understandable context
c. Self-evident input during instruction in English OR NEP students not represented
d. Eighty-percent mastery of objectives achievable

Bilingual-Multicultural Supplement
(Rate "6" if not bilingual involving home language.)

Lessons Involving the Student Home Language

(28) Home Language

a. Used language registers appropriately to develop home language while learning basic skills
b. Focused on development of home language speaking, reading, and writing
c. No disruptive hesitations or lapses (in the language)
d. Provision for practice and expansion of LEP student home language
e. Eighty-percent mastery of objectives achievable

Dear University Supervisor:

DO NOT SCORE ITEMS 29-34. PREVIEW ITEMS 29-33 WITH COOPERATING TEACHER, DEPARTMENT CHAIR, OR PRINCIPAL. Student success can be confirmed only after quizzes and tests are administered. Items on testing can be observed by you only when a test is administered and reported. Item 34 can be observed only when a standardized test is administered.

Student Success Rate

(29) Success Rate

Condition: Unit evaluation results and criteria

At the 80% Mastery Level

29.1 Few students (less than 60%) achieved objective
29.2 Some students (about 60-69%) met objective
29.3 Many students (about 70-79%) met objective
29.4 Most students (about 80-89%) met objective
29.5 Nearly all students (about 90-100%) met objective

OR at the 100% Mastery Level:

29.6 All students met objective to the extent specified

Testing Skills

Test Environment and Materials

(30) Test Setting

a. Noise level, activity, and movement minimized distractions
b. Provided student comfort
c. Spoken directions clear and moderately presented
d. Materials arranged to minimize distractions

Handled Extraneous Behavior (31) Test Behavior

No extraneous behavior existed OR

- a. Disregarded or redirected irrelevant remarks
- b. Focused on motivation, interest, and task
- c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers
- d. Foresaw and precluded fatigue and distractions

Test Scoring (32) Test Scoring

- a. Instrument efficient to process
- b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)
- c. Evaluated as a whole, weighting results as needed
- d. Test evaluated within the intent of the instrument

Performance Recording and Report Writing (33) Reporting

Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.

- a. Based on specific observed information for objective, straightforward style in interpretation
- b. Reason for the report implicit or specified
- c. Recording done soon
- d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed

Standardized Testing Supplement
(Rate "6" if not applicable.)

Standardized Procedures (34) Standardized Procedures

- a. Used exact wording of directions
- b. Maintained accurate timing
- c. Presented materials in the prescribed manner
- d. Didn't depend solely on reading printed directions, but did have them available for ready reference

DISCIPLINE AND CLASSROOM MANAGEMENT

Class Cohessiveness and Rapport

(35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivated, OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

a. Students generally supported teacher leadership
b. Students supported honest efforts of each other towards targeted
c. Student language free of derogatory references, sarcasm
d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)

Communicated Professional Concern

(36) Professional Support

a. Eye contact or facial expressions communicated respect, concern, and interest.
b. Voice inflections stressed importance and interest.
c. Posture communicated poise.
d. Gestures accentuated points.

Demonstrated Warmth and Respect

(37) Promote Mutual Respect

a. Used student names in a warm, respectful way
b. Asked (or knew) student interests and opinions
c. Maintained environment of mutual respect
d. Language free of derogatory references, sarcasm

Provided Feedback to Students about Behavior

(38) Feedback about Behavior

a. Predominantly positive reinforcement
b. Nonverbal feedback evident
c. Indicates awareness of participation/off-task behavior
d. Clear expectations about behavior supported by constructive comments

Responsive to Student Needs and Feelings (Promoting Healthy Self-concept) during Intervention

(39) Sensitive to Students

No apparent need for intervention OR minor behavior problems appropriately managed by

a. Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
b. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)
c. Feedback adjusted to emotional needs without over-reacting or losing balance
d. Encouraged/complimented sustained effort and self-discipline during difficulty

Maintained Positive Classroom Behavior

(40) Positive

a. Through directions, transitions, and routines
b. Appropriate behavior reinforcement
c. Inconsequential misbehavior overlooked OR none existed
d. Guidance to promote self-discipline and responsibility

Managed Disruptive Behavior

(41) Disruptive Behavior

No disruptive behavior existed OR

a. Focused on individuals who cause disruptions
b. Major disruptions attended to quickly and firmly
c. Appropriate consequences
d. Kept intervention as private as possible

Dear University Supervisor:

DO NOT SCORE ITEMS 42 OR 43. PREVIEW ITEM 42 AND, WHEN APPLICABLE, 43 WITH COOPERATING TEACHER, DEPARTMENT CHAIR, OR PRINCIPAL. The cooperating teacher's background puts these items in context. However, your general and special background puts these matters in perspective. Your observation of such matters as appropriate attire and grooming can be noted at this time.

Decorum *(42) Decorum*

- *a. Attire, hygiene, and grooming appropriate for a classroom environment*
- *b. Complied with school policy and legal standards for public staff conduct and confidentiality*
- *c. Directed conduct of students according to school polity*
- *d. Supervised non-instructional duties for which the cooperating teacher is normally responsible (Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)*

Special Education Supplement
(Rate "6" if not applicable.)
Behavior-Management Skill *(43) Behavior-Management*

- *a. Behavioral objectives based on baseline data or observation*
- *b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)*
- *c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions*
    - *duration reinforcement*
    - *event recording*
    - *modeling*
    - *time sampling*
- *d. Such techniques as the following observed (combined or modified if indicated):*
    - *activity reinforcement*
    - *contingency contracting*
    - *group contingency*
    - *home-based reinforcement*
    - *modeling*
    - *shaping*
    - *social reinforcement*
    - *token system*

Teacher: ______________________ **ID:** __________ **Date:** _______
Major/Minor: ____________

Simulation (Grade Level/Subject): _________ **Observer:** ____________
Observer Code (circle): Supervisor 1, External Data Collector 3, Self 4, Peer 5, Other___________ **7**
Observation Code (circle): Practicum 1a, b, c, Student Teaching 2a, b, c, Entry-level 3a, b, c

For course-related observation: Instructor: ____________ **Course:** _______

SUMMARY SHEET

Supervisor ALOE

Arizona Lesson Observation and Evaluation
Division for Research and Staff Development
Center for Excellence in Education
Box 5774, Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-5851

CATEGORICAL RATINGS							
Planning	0	1	2	3	4	5	6
Instruction	0	1	2	3	4	5	6
Discipline	0	1	2	3	4	5	6
Reflecting	0	1	2	3	4	5	6
Analysis	0	1	2	3	4	5	6
Development	0	1	2	3	4	5	6

Professional Thinking and PLANNING	1	2	3	4	5	6	7	8	9
								**	**
	A B C D	A B C D E F	A B C D	A B C D E	A B C D	A B C D	A B C		

DISCIPLINE and Class Management	35	36	37	38	39	40	41	42	43
								**	**
	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D		

INSTRUCTION and Classroom Organization	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25*	26*	27*	28*	29	30	31	32	33	34
						1											1			**	**	**	**	**	**
	A B C D E	A B C D E	A B C	A B C D	A B C D E F	2 3 4 5	A B C	A B C D E F	A B C	A B C D	A B C D	A B C D	A B C D	A B C D	A B C	A B C D	2 3 4 5 6*	*A* *B* *C* *D*	*A* *B* *C* *D* *E*						

* 6 **Neither Special Education, *Bilingual/Multicultural*, *nor*** the teacher's responsibility (#25-28 and 43)

** Not evaluated by the supervisor. Preview what to look for during conference with cooperating teacher and the teacher being observed. When these have been observed, the Cooperating Teacher ALOE will be returned to the university.

Supervisor
ALOE

Arizona
Lesson
Observation and
Evaluation
RECORD

Teacher Observed:

I.D.

Date:

Observer:

Circle: Practicum (1a, b, c), Student Teaching (2a, b, c),
Entry-level or first, second, third years teaching (3a, b, c)

Professional Course
(if applicable):

Reflecting ☐ **(a) Analysis** ☐ **(b) Professional Development** ☐

Planning

1 Objectives

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified		
☐	a Objective-based	☐	Descriptors evident	1 None ☐
☐	b Sequenced	☐		2 One ☐
☐	c Appropriate	☐		3 Two ☐
☐	d Conditions	☐		4 Three ☐
				5 Four ☐

Rationale:

DIRECTIONS: With ALOE, preview lesson plan for Planning Category. Then observe the lesson for Instruction and Discipline Categories. (1) Mark "observed" descriptors, then clarify from the conference with the observed teacher. (2) Mark direct numerical entry statement fitting the lesson. Categorical Component ratings are made in the boxes heading each category. When the summary page is stapled on top of this record, disregard filling in the above information.

TO TRANSFER TO THE SUMMARY SHEET: Circle appropriate descriptor letters (A, B, etc.) or the statement number (1-to-5) best describing hierarchical-scale items. Write in the direct numerical entry in the Categorical Ratings box for these definitions: 0 = Not applicable; 1 = Needs education before practice; 2 = Needs significant education and practice; 3 = Needs minimal education and practice; 4 = Needs significant refinement; 5 = Needs minimal refinement; and 6 = Developed or mastered. On the summary sheet, the outlined-lettered items form the Special Education supplement, and the italicized outlined-lettered items form the Bilingual Education supplement.

2 Procedures

Descriptor Entry

Observed		Clarified
☐	a Referenced	☐
☐	b How achieved	☐
☐	c Sequenced	☐
☐	d Organizer (set)	☐
☐	e Closure	☐
☐	f Integrative	☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐
6 Five ☐
7 Six ☐

Rationale:

3 Resources

Descriptor Entry

Observed		Clarified
☐	a Relevant	☐
☐	b Usable	☐
☐	c Hands-on	☐
☐	d Supplemental or adopted resources OK	☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐

Rationale:

4 Assessment Procedures

Descriptor Entry

Observed		Clarified
☐	a Referenced	☐
☐	b Students identify	☐
☐	c Appropriate	☐
☐	d Effective	☐
☐	e Progress checks	☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐
6 Five ☐

Rationale:

5 Diversity of Student Culture and Behavior

Descriptor Entry

Observed		Clarified
☐	a Observation-based	☐
☐	b Specific teaching	☐
☐	c Adaptation	☐
☐	d Conditions	☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐

Rationale:

6 Diversity of Student Abilities

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Appropriate to unit	☐		2 One ☐
☐	b Readiness	☐		3 Two ☐
☐	c Smooth transitions	☐		4 Three ☐
☐	d Balanced levels	☐		5 Four ☐

Rationale:

7 Established Conditions for Learning

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Control techniques	☐		2 One ☐
☐	b Accessible	☐		3 Two ☐
☐	c Clear expectations	☐		4 Three ☐

Rationale:

Review the following items with the cooperating teacher, who will complete them before sending his/her evaluation to you.

8 Adherence to Objectives

a Pretest
b Specific criteria
c Formative evaluation
d Unit-feedback

9 Adherence to Course Objectives

(1) Instruction meets adopted scope and sequence.
(2) Any substituted materials are related to the adopted course of study.

1 Unrelated
2 Slightly related
3 Satisfactory
4 Relevant to course
5 Most relevant to course

Optional comments on either of the above items (please indicate item number):

Instruction

10 Routine Classroom Tasks

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Efficient	☐		2 One ☐
☐	b Nondisruptive	☐		3 Two ☐
☐	c Materials ready	☐		4 Three ☐
☐	d Transitions	☐		5 Four ☐

Rationale:

11 Lesson Opening

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Previewed (set)	☐		2 One ☐
☐	b Focused early	☐		3 Two ☐
☐	c Used motivation	☐		4 Three ☐
☐	d Smooth, Integrated	☐		5 Four ☐

Rationale:

12 Directions and Explanations

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Appropriate for size	☐		2 One ☐
☐	b Preclude confusion	☐		3 Two ☐
☐	c Clarification	☐		4 Three ☐

Rationale:

13 Appropriate Teaching Methods

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Objective-referenced	☐		2 One ☐
☐	b Adjusted to feedback	☐		3 Two ☐
☐	c Focused on learning	☐		4 Three ☐
☐	d Smooth transitions or one method OK	☐		5 Four ☐

Rationale:

14 Student Responses

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Effective	☐		2 One ☐
☐ b Solicited responses	☐		3 Two ☐
☐ c Recognized students	☐		4 Three ☐
☐ d Incorporated	☐		5 Four ☐
☐ e Questions effective	☐		6 Five ☐
☐ f Clear, supportive	☐		7 Six ☐

Rationale:

15 Provided Opportunities for Participation

Direct Numerical Entry

☐ 1 Passive
☐ 2 Mostly bystanders
☐ 3 Some activity for most students
☐ 4 Opportunity for all in an activity
☐ 5 Opportunity for all in 2+ activities or One activity appropriate for lesson

Rationale:

16 Feedback to Students

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Positive	☐		2 One ☐
☐ b Corrective if needed	☐		3 Two ☐
☐ c Student evaluation	☐		4 Three ☐

Rationale:

17 Retention Techniques

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Previewed, value	☐		2 One ☐
☐ b Linked	☐		3 Two ☐
☐ c Modeled	☐		4 Three ☐
☐ d Correct practice	☐		5 Four ☐
☐ e Learning stratefies	☐		6 Five ☐
☐ f Reviewed	☐		7 Six ☐

Rationale:

18 Closure and Summarization

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident		
☐	a Relevant to objectives	☐		1 None	☐
☐	b Involved students	☐		2 One	☐
☐	c Related to instructional unit	☐		3 Two	☐
				4 Three	☐

Rationale:

19 Instructional Equipment/Aids

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident		
☐	a Supported objective	☐		1 None	☐
☐	b Concrete (hands-on)	☐		2 One	☐
☐	c Used in practice	☐		3 Two	☐
☐	d Blended into lesson	☐		4 Three	☐
				5 Four	☐

Rationale:

20 Grouping

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident		
☐	a Observant (withitness)	☐		1 None	☐
☐	b Based on observation	☐		2 One	☐
☐	c Achievable work	☐		3 Two	☐
☐	d Effective teacher role	☐		4 Three	☐
				5 Four or whole group OK	☐

Rationale:

21 Cultural/Behavioral Diversity

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident		
☐	a Addressed varied needs	☐		1 None	☐
☐	b Learning style	☐		2 One	☐
☐	c Early/late finishers	☐		3 Two	☐
☐	d Motivation (readiness	☐		4 Three	☐
				5 Four or class was homogeneous	☐

Rationale:

22 Instructional Time Use

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Began, ended on time	☐		2 One ☐
☐	b Pace, intensity	☐		3 Two ☐
☐	c Revised or not needed	☐		4 Three ☐
☐	d Minimized interruption	☐		5 Four ☐

Rationale:

23 Subject Area Knowledge

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Relevant	☐		2 One ☐
☐	b Vocabulary	☐		3 Two ☐
☐	c Context accuracy	☐		4 Three ☐
☐	dAdditional resources for independent use	☐		5 Four ☐

Rationale:

24 Speech and Writing

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Grammar correct	☐		2 One ☐
☐	b Understandable	☐		3 Two ☐
☐	c Legible	☐		4 Three ☐

Rationale:

25 Environment

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Minimized distraction	☐		2 One ☐
☐	b Orderly transitions	☐		3 Two ☐
☐	c Displays	☐		4 Three ☐
☐	d Student comfort	☐		5 Four ☐
				6 Not the responsibility of this teacher ☐

Rationale:

26 Special Education Overlapping Behavior

Direct Numerical Entry

☐ 1 One activity ignored
☐ 2 Attended each but inefficiently
☐ 3 One activity attended well, the rest inefficient
☐ 4 One activity more meaningful, the rest not neglected
☐ 5 Each situation smoothly attended, all on task
or more than one activity not apparent in lesson
☐ 6 ***NOT a special education class***

Rationale:

27 Bilingual Education Meaningful Lessons

Descriptor Entry

Observed	Clarified
☐ a Regular content	☐
☐ b Understandable context	☐
☐ c Self-evident input	☐
☐ d Achievable	☐

Direct Numerical Entry

Descriptors evident
1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐
6 **Not BME** ☐

Rationale:

28 Bilingual Education Home Language

Descriptor Entry

Observed	Clarified
☐ a Appropriate registers	☐
☐ b Language development	☐
☐ c Non-disruptive use	☐
☐ d Practice and expansion	☐
☐ e Achievable objectives	☐

Direct Numerical Entry

Descriptors evident
1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐
6 Five ☐
7 **Not BME** ☐

Rationale:

Review the following items with the cooperating teacher, who will complete them before sending his/her evaluation to you

29 Student Success Rate

AT 80% MASTERY LEVEL:

1 Few students (less than 60%) achieved objective.

2 Some (60-69%) met objective.

3 Many (70-79%) met objective.

4 Most (80-89%) met objective.

5 Nearly all (90-100%) met objective.

OR AT THE 100% MASTERY LEVEL:

6 All met objective to extent specified.

30 Testing Environment and Materials

a Minimal distraction

b Student comfort

c Clear directions

d Materials

31 Handling Extraneous Behavior during the Test

a Disregard irrelevance

b Motivation and task

c General, not specifics

d Precluded distractions

32 Test Scoring

a Efficient instrument

b Record of data

c Evaluated in context

d Instrument intent

33 Performance Recording and Report Writing

a Specific, observed base

b Reason for the report

c Recording done soon

d Standard English if needed

34 Standardized Procedures

a Exact wording of directions

b Maintained accurate timing

c Prescribed presentations

d Natural speech

Optional comments on any of the above items (please indicate item number):

Discipline

35 Class Cohesiveness and Rapport

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Teacher supported	☐		2 One ☐
☐ b Honest effort supported	☐		3 Two ☐
☐ c Not derogatory	☐		4 Three ☐
☐ d Fostering belonging	☐		5 Four ☐ or group cohesiveness could not be established

Rationale:

36 Professional Support

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Eye contact, expressions	☐		2 One ☐
☐ b Voice inflections	☐		3 Two ☐
☐ Posture	☐		4 Three ☐
☐ Gestures	☐		5 Four ☐

Rationale:

37 Promote Mutual Respect

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Used student names	☐		2 One ☐
☐ b Student interests	☐		3 Two ☐
☐ c Environment	☐		4 Three ☐
☐ d Non-derogatory	☐		5 Four ☐

Rationale:

38 Feedback about Behavior

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Predominantly positive	☐		2 One ☐
☐ b Nonverbal feedback	☐		3 Two ☐
☐ c Awareness	☐		4 Three ☐
☐ d Clear expectations	☐		5 Four ☐

Rationale:

39 Sensitive to Students

Descriptor Entry *Direct Numerical Entry*

Observed	Clarified	Descriptors evident	1 None ☐
☐ a Intervention	☐		2 One ☐
☐ b Sense of belonging	☐		3 Two ☐
☐ c Emotional balance	☐		4 Three ☐
☐ d Encouraged self-discipline	☐		5 Four ☐

Rationale:

40 Positive Classroom Behavior

Descriptor Entry *Direct Numerical Entry*

Observed	Clarified	Descriptors evident	1 None ☐
☐ a Directions, transitions	☐		2 One ☐
☐ b Reinforcement	☐		3 Two ☐
☐ c Overlooked if minor or none	☐		4 Three ☐
☐ d Guidance	☐		5 Four ☐

Rationale:

41 Managed Disruptive Behavior

Descriptor Entry *Direct Numerical Entry*

Observed	Clarified	Descriptors evident	1 None ☐
☐ a Focused on disruptors	☐		2 One ☐
☐ b Quickly, firmly	☐		3 Two ☐
☐ c Appropriate consequences	☐		4 Three ☐
☐ d As private as possible	☐		5 Four ☐ or disruptive behavior not evident

Rationale:

Review the following items with the cooperating teacher, who will complete them before sending his/her evaluation to you

42 Decorum	43 Special Education Behavior-Management
a Attire, hygiene, grooming b Policy and legal standards c Directed student conduct d Non-instructional duties	a Based on observation b One specific system c Observation measure d Special techniques

Optional comments on either of the above items (please indicate item number):

ALOE Cooperating Teacher Edition

Arizona Lesson Observation and Evaluation

March 30, 1990

The *ALOE Cooperating Teacher Edition* is designed for teacher observation in elementary- and secondary-level classrooms. Though you can focus on specific items, caution must be made to keep teaching practice in context as much as possible. Interaction of specific skills with each other varies effectiveness for intended purposes. Teaching concepts should generally have been established before related ALOE items are presented to the observed teacher. Ongoing development of teaching concepts is best done inductively, letting the teacher generalize during a post-observation conference the rationale and conclusions of what the teacher and you, the cooperating teacher, observed.

Since university supervisors, researchers, and observers from a central office are not likely to have time to observe whole instructional units, their edition focuses on the lesson. Although the *Cooperating Teacher Edition* focuses on the lesson, items related to the instructional unit are specific to this edition and **supplement the lesson with its unit setting.** Other observers are aware of such items since these are presented in the *Supervisor and Reference Editions* to allow other observers to provide relevant observations and suggestions.

The Categorical Component--planning, instruction, discipline and class management, and reflection--is vital to developing an integrative context for skills with their relationships to other factors under the teacher's control. This component is especially vital in synthesizing pedagogy into more than mechanistic cloning of skills. Conceptual grasp of why and when certain teaching practices are effective is important since the knowledge base is growing. The ALOE assumption is that the context makes teaching skills coherent. This instrument balances conceptual foundation with specific teaching practices in the hope of helping teacher educators and mentors foster the effective art of teaching related to professional practice and factors within a teacher's control.

Categorical Component

DIRECTIONS FOR THE CATEGORICAL ITEMS (BELOW) ON THIS PAGE: As you conclude and develop a consensus or "feel" for a category with the other evaluator (the *cooperating teacher/ department chair/principal* or the *university supervisor/mentor*), record the perception as a rating rather than an average for the following categorical items. Circle the appropriate number 0-through-6. The purpose is not to average the items of each category, but to estimate an overall "feel" for each category. Categorical Component rating definitions developed by Garry Taylor for *Functional Elements Analysis of Teaching Skills* (FEATS) are:

Categorical Rating Scale Definitions

Not applicable	*Needs education before practice*	*Needs significant education and practice*	*Needs minimal education and practice*	*Needs significant refinement*	*Needs minimal refinement*	*Mastered*
0	1	2	3	4	5	6

PROFESSIONAL THINKING AND **PLANNING**: Was able to identify beforehand what was to be taught and the criteria by which to evaluate achievement.

0 1 2 3 4 5 6

INSTRUCTION AND CLASSROOM ORGANIZATION: Was able to actually teach what was planned or provide reason(s) for changes in the lesson.

0 1 2 3 4 5 6

DISCIPLINE AND CLASSROOM MANAGEMENT: Maintained classroom behavior and professional decorum conducive to the desired learning.

0 1 2 3 4 5 6

REFLECTING (after post-observation conference): Was able to identify areas of strength and plan for continued professional development.

0 1 2 3 4 5 6

ANALYSIS (after post-observation conference): Was able to identify cause-effect (interaction) relationships of teaching decisions and skills to what happened in the lesson

0 1 2 3 4 5 6

PROFESSIONAL DEVELOPMENT (after post-observation conference): Was able to identify strategies, styles, techniques, or approaches to improve teaching effectiveness with the students in the observed lesson.

0 1 2 3 4 5 6

DIRECTIONS FOR ITEMS ON THE FOLLOWING PAGES: Items are quantified as follows:

Discrete-scale items are scored as:

1 - None of the descriptors is evident.
2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - Four of the descriptors are evident.
6 - Five of the descriptors are evident.
7 - Six of the descriptors are evident.

The total value possible depends on the number of descriptors identified.

Hierarchical-scale items are scored as in the example:

1 - 17.1 Few students achieve objective
2 - 17.2 Some students meet objective
3 - 17.3 Many students meet objective
4 - 17.4 Most students meet objective
5 - 17.5 Nearly all students meet objective

NORMALLY, A RATING OF 6 MEANS THE ITEM IS NOT RATED OR NOT APPLICABLE.

Specific Cooperating Teacher Items in each skill category should be reviewed with the university supervisor. These items require observation of such matters as test administration, contribution to the adopted curriculum, and decorum.

PROFESSIONAL THINKING AND **PLANNING**

Specified Observable, Measurable Lesson Objectives

(1) Objectives

Condition for lesson observation: Outline of unit objectives

a. Objectives based on identified unit concepts and skills
b. Logically sequenced OR one objective planned
c. Appropriate for student success level
d. Specified conditions of performance

Specified Teaching Procedures for Lesson

(2) Procedures

a. Referenced to objectives
b. Identified clearly how objectives are met
c. Sequenced in terms of what students are to do
d. Included an advanced organizer (set)
e. Included appropriate closure
f. Included integrative transitions

Specified Resources for Lesson

(3) Resources

Condition: List or inclusion of materials (even in facsimile form)

a. Relevant and referenced to objective/learning activity
b. Usable
c. Concrete or manipulative (hands-on) material included OR not needed
d. Supplemental resources contributed to skill or concept OR school-adopted resources sufficient

Specified Procedures for Assessing Progress

(4) Assessment Procedures

Condition: Include pre-presentation, progress check, and post-presentation evaluation scheme, including observation, records, teacher-made, or standardized tests

a. Referenced to objectives
b. Helped students identify objectives before assessment
c. Appropriate to objectives, content, and procedures
d. Assessment appropriate to students and expectancies
e. Planned for periodic progress checks

Planned for Diversity of Student Culture and Behavioral Patterns

(5) Diversity of Student Culture and Behavior

a. Based on observation
b. Targeted specific instruction
c. Provision for adaptive or unfinished assignments and enrichment activities for those who finish early
d. Identified alternative procedures OR observed alternative procedures not essential

Activities Accounted for Diversity of Student Abilities

(6) Diversity of Student Abilities

Plans (and questions) balanced lower and higher levels of cognitive thinking (e.g., knowledge, application, analysis, synthesis, and judging).

a. Appropriate to unit objectives
b. Effective for student ease and motivation (readiness)
c. Smooth transition to/from other cognitive levels
d. Appropriately balanced higher and lower cognitive thinking

Established Conditions for Learning

(7) Classroom Control and Management

a. Procedures specify control techniques to facilitate target learning
b. Facilities and materials readily accessible (organized to maximize target learning)
c. Specified expectations for student behavior

Dear Cooperating Teacher:

PREVIEW ITEMS 8 AND 9 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. Some descriptors are not available until you observe the overall unit upon completion. At the school site, your knowledge of district scope and sequence should determine relevance of a lesson and unit to adopted course objectives.

Adherence to Curriculum Objectives

(8) Adherence to Objectives

- **a.** Preassessment or previous unit performance defined based from which to build unit
- **b.** Unit performance evaluation based on specified criteria
- **c.** Enrichment and/or remedial plans based on formative evaluation OR Approximately 80% of the students achieved 80% of the objectives
- **d.** Students were provided unit-feedback

Adherence to Course Objectives

(9) Adherence to Adopted Curriculum

(1) Instruction meets adopted scope and sequence.
(2) Any substituted materials are related to the adopted course of study.

9.1 Unrelated
9.2 Slightly related
9.3 Satisfactory
9.4 Relevant to course
9.5 Most relevant to course

INSTRUCTION AND CLASSROOM ORGANIZATION

Attended to Routine or Ritual Tasks (or Time on-Task)

(10) Routine Tasks

a. Efficient teacher-attended routine tasks
b. Instruction not interrupted by routine tasks
c. Materials ready and in place
d. Smooth transitions between activities or parts of the lesson
e. Students showed evidence of established routines

Opened Lesson Effectively

(11) Lesson Opening

a. Previewed lesson (established clear set)
b. Focused attention early for learning
c. Used student motivation and enthusiasm
d. Opening was smooth and integrated
e. Connected (bridged) previous learning to new learning

Gave Clear Directions and Explanations Related to the Lesson

(12) Directions and Explanations

a. Appropriate for group size
b. Apparent effort to preclude confusion
c. Immediate clarification in same or different words OR not needed

Used Appropriate and Effective Teaching Methods (Techniques)

(13) Appropriate Teaching Methods

a. Relevant to objective
b. Teaching adjusted to monitoring and feedback
c. Attention drawn to target learning rather than the method
d. Smooth transitions between methods OR one method appropriately used

Used Student Responses and Questions in Teaching

(14) Use of Student Responses

- a. Questioning strategies effective for class involvement and appropriate to the lesson (including such means as active student involvement or thought-provoking questions)
- b. Responses or questions solicited throughout lesson
- c. Recognized students wanting to volunteer responses
- d. Incorporated appropriate responses into the lesson
- e. Levels of questions effective for class involvement and lesson
- f. Clear, supportive, and helpful answers to questions

Provided Opportunities for Participation

(15) Opportunities to Participate

- 15.1 Required passive presence.
- 15.2 Few students required to participate actively; most appeared bystanders.
- 15.3 Most students had opportunity and participated actively at some time in the lesson
- 15.4 All students had opportunity and participated in some type of activity
- 15.5 All students had opportunity for participation in two or more activities OR one activity was appropriate for the lesson.

Provided Student Feedback Throughout Lesson

(16) Feedback to Students

- a. Provided positive feedback for student work
- b. Provided corrective feedback for incorrect answers, nonresponsiveness, "wild guesses," or misinterpretations OR not needed
- c. Helped students evaluate their own performance

Promoted Student Retention

(17) Retention Techniques

- a. Previewed or helped students identify lesson's purpose or importance
- b. Linked existing student experience or interest to current lesson
- c. Modeled learnings
- d. Accurate response to mistakes with opportunity to correctly practice skill before assignment or assessment
- e. Strategies presented to help organize content
- f. Reviewed previously-learned material

Provided Opportunity for Closure or Summarization

(18) Closure and Summarization

a. Relevant to objective(s)
b. Students involved in concept or skill closure
c. Related to lesson's setting

Used Instructional Equipment and Other Aids

(19) Instructional Equipment/Aids

Support media/materials were unnecessary OR the following are evident:

a. When used, supported objective(s)
b. Modeled objective(s) with concrete or manipulative (hands-on) materials
c. Guided practice used media/materials
d. Media/materials blended with other instruction

Demonstrated Ability to Work with Individuals, Small Groups, and Large Groups

(20) Grouping

All learners could effectively participate in the whole group with minimal frustration and boredom OR

a. Continuously observed entire class while directing relevant questions or observation to any attended subgroup
b. Based on diagnosed or frequently-checked skill levels and abilities with objective being taught
c. All students doing work they can successfully achieve at approximately 80% mastery level with minimal frustration, according to frequent checks
d. Teacher role effective to each group size

Instruction Addressed Cultural/ Behavioral Diversity

(21) Diversity

The class was apparently homogeneous regarding ethnic representation, handicaps, language, socio-economic status, emotional development, and cognitive ability OR

a. Integrated instruction to address varied student needs
b. Lesson adjustments to address learning styles and language ability presented before beginning class activities
c. Presented adaptations for those who finished early or did not finish
d. Adapted lesson for student motivation (readiness)

Used Instructional Time Effectively

(22) Instructional Time Use

a. Began and ended class on time
b. Instructional pace and intensity effective for class
c. Revised instruction using evaluation results or observation OR not needed
d. Interruptions minimized by on-going classroom management

Demonstrated Knowledge in Subject Area

(23) Subject Area Knowledge

a. Information relevant to topic or objectives
b. Vocabulary appropriate and at proper difficulty level
c. Accurate information in context and current sources
d. Additional resources for independent student use

Acceptable Written and Oral Expression

(24) Speech and Writing

a. Grammatically correct speech and writing
b. Understandable speech
c. Legible writing

Maintained an Attractive and Stimulating Environment

(25) Environment

The teacher had no authorization or opportunity to control or modify the classroom setting (rating "6")
OR
a. Noise level, activity, and movement minimized distractions
b. Smooth retrieval, arrangement, use, transition, and storage of materials in safe and orderly setting
c. Bulletin boards and displays showed student work or promoted instructional purpose
d. Provided student comfort

Special Education Supplement
(Rate "5" if one activity was appropriately conducted or
"6" if not special education.)

Exhibited Overlapping Behavior

(26) Overlapping Behavior

More than one situation or activity simultaneously not apparent during the lesson OR When handling more than one situation or activity simultaneously:

26.1 Ignored one situation or activity
26.2 Attended each situation or activity inefficiently
26.3 Attended one situation or activity well, the rest inefficient
26.4 One situation or activity clearly more meaningful, but the rest not neglected
26.5 Each situation or activity smoothly attended, all students on task

Bilingual-Multicultural Supplement
(Rate "6" if not bilingual involving English.)

Lessons Involving English Meaningful to Students (27) Meaningful Lessons

- a. Emphasizes regular content, not drill in English
- b. Presented in an understandable context
- c. Self-evident input during instruction in English OR NEP students not represented
- d. Eighty-percent mastery of objectives achievable

Bilingual-Multicultural Supplement
(Rate "6" if not bilingual involving home language.)

Lessons Involving the Student Home Language (28) Home Language

- a. Used language registers appropriately to develop home language while learning basic skills
- b. Focused on development of home language speaking, reading, and writing
- c. No disruptive hesitations or lapses (in the language)
- d. Provision for practice and expansion of LEP student home language
- e. Eighty-percent mastery of objectives achievable

Dear Cooperating Teacher:

PREVIEW ITEMS 29-33 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. Student success can be confirmed only after quizzes and tests or other evaluations are administered. Items on testing can be observed by you only when a test is administered and reported. ***Item 34 can be observed only when a standardized test is administered.***

Student Success Rate (29) Success Rate

Condition: Unit evaluation results and criteria

At the 80% Mastery Level:

29.1 Few students (less than 60%) achieved objective
29.2 Some students (about 60-69%) met objective
29.3 Many students (about 70-79%) met objective
29.4 Most students (about 80-89%) met objective
29.5 Nearly all students (about 90-100%) met objective

OR at the 100% Mastery Level:

29.6 All students met objective to the extent specified

Testing Skills

Test Environment and Materials (30) Test Setting

a. Noise level, activity, and movement minimized distractions
b. Provided student comfort
c. Spoken directions clear and moderately presented
d. Materials arranged to minimize distractions

Handled Extraneous Behavior (31) Test Behavior

No extraneous behavior existed OR

a. Disregarded or redirected irrelevant remarks
b. Focused on motivation, interest, and task
c. Ignored nondisruptive extraneous movements, such as encouraging general performance, not specific items or answers
d. Foresaw and precluded fatigue and distractions

Test Scoring (32) Test Scoring

a. Instrument efficient to process
b. Maintained record of appropriate demographic data (e.g., chronological age, correct items, etc.)
c. Evaluated as a whole, weighting results as needed
d. Test evaluated within the intent of the instrument

Performance Recording and Report Writing

(33) Reporting

Much teacher reporting is limited to the grade book and the report card, which meets these criteria. However, formal written report criteria are also addressed here.

a. Based on specific observed information for objective, straightforward style in interpretation
b. Reason for the report implicit or specified
c. Recording done soon
d. Standard English spelling, grammar, and low-inference words for formal written reports on specific students OR not needed

Standardized Testing Supplement
(Rate "6" if not applicable.)

Standardized Procedures

(34) Standardized Procedures

a. Used exact wording of directions
b. Maintained accurate timing
c. Presented materials in the prescribed manner
d. Didn't depend solely on reading printed directions, but did have them available for ready reference

DISCIPLINE AND CLASSROOM MANAGEMENT

Class Cohessiveness and Rapport (35) Group Dynamics

Group cohesiveness and classroom rapport could not be established and cultivated, OR the teacher was able to establish rapport with the class and build a general sense of belonging, evidenced by:

a. Students generally supported teacher leadership
b. Students supported honest efforts of each other towards targeted
c. Student language free of derogatory references, sarcasm
d. Student treatment of others fostering self-worth and sense of belonging (group cohesiveness and cooperation)

Communicated Professional Concern (36) Professional Support

a. Eye contact or facial expressions communicated respect, concern, and interest.
b. Voice inflections stressed importance and interest.
c. Posture communicated poise.
d. Gestures accentuated points.

Demonstrated Warmth and Respect (37) Promote Mutual Respect

a. Used student names in a warm, respectful way
b. Asked (or knew) student interests and opinions
c. Maintained environment of mutual respect
d. Language free of derogatory references, sarcasm

Provided Feedback to Students about Behavior (38) Feedback about Behavior

a. Predominantly positive reinforcement
b. Nonverbal feedback evident
c. Indicates awareness of participation/off-task behavior
d. Clear expectations about behavior supported by constructive comments

Responsive to Student Needs and Feelings (Promoting Healthy Self-concept) during Intervention

(39) Sensitive to Students

No apparent need for intervention OR minor behavior problems appropriately managed by

- a. Praised, corrected, recognized, or displayed student products at signs of emerging frustration, boredom, or restlessness to appropriately meet needs
- b. Treatment of students fostering self-worth and sense of belonging (group cohesiveness and cooperation)
- c. Feedback adjusted to emotional needs without overreacting or losing balance
- d. Encouraged/complimented sustained effort and self-discipline during difficulty

Maintained Positive Classroom Behavior

(40) Positive

- a. Through directions, transitions, and routines
- b. Appropriate behavior reinforcement
- c. Inconsequential misbehavior overlooked OR none existed
- d. Guidance to promote self-discipline and responsibility

Managed Disruptive Behavior

(41) Disruptive Behavior

No disruptive behavior existed OR

- a. Focused on individuals who cause disruptions
- b. Major disruptions attended to quickly and firmly
- c. Appropriate consequences
- d. Kept intervention as private as possible

Dear Cooperating Teacher:

PREVIEW ITEM 42 AND, WHEN APPLICABLE, 43 WITH UNIVERSITY SUPERVISOR OR RESEARCH EVALUATOR. *YOUR* background puts these items in context. However, the supervisor's general and special background helps keep these matters in perspective. Your observation of such matters as appropriate attire and grooming can be noted at this time.

Decorum (42) Decorum

- a. Attire, hygiene, and grooming appropriate for a classroom environment
- b. Complied with school policy and legal standards for public staff conduct and confidentiality
- c. Directed conduct of students according to school polity
- d. Supervised non-instructional duties for which the cooperating teacher is normally responsible *(Condition: student teaching in full charge of all the cooperating teacher's normal responsibilities)*

Special Education Supplement
(Rate "6" if not applicable.)

Behavior-Management Skill (43) Behavior-Management

- a. Behavioral objectives based on baseline data or observation
- b. One specific system with understandable rules and consequences (e.g., assertive discipline, precision teaching)
- c. Uses direct observation measurement procedure, such as the following, for ongoing records to evaluate behavior and modify interventions
  - duration reinforcement
  - event recording
  - modeling
  - time sampling
- d. Such techniques as the following observed (combined or modified if indicated):
  - activity reinforcement
  - contingency contracting
  - group contingency
  - home-based reinforcement
  - modeling
  - shaping
  - social reinforcement
  - token system

Teacher: ______________________ **ID:** ___________ **Date:** _________
Major/Minor: _____________

Simulation (Grade Level/Subject): _________ **Observer:** ____________
Observer Code (circle): Cooperating Teacher 2, Self 4, Peer 5,
Other____________ 7
Observation Code (circle): Practicum 1a, b, c, Student Teaching 2a, b, c,
Entry-level 3a, b, c

For course-related observation: Instructor: ____________ **Course:** ________

SUMMARY SHEET

Cooperating Teacher ALOE

Arizona Lesson Observation and Evaluation
Division for Research and Staff Development
Center for Excellence in Education
Box 5774, Northern Arizona University
Flagstaff, Arizona 86011
(602) 523-5851

CATEGORICAL RATINGS							
Planning	0	1	2	3	4	5	6
Instruction	0	1	2	3	4	5	6
Discipline	0	1	2	3	4	5	6
Reflecting	0	1	2	3	4	5	6
Analysis	0	1	2	3	4	5	6
Development	0	1	2	3	4	5	6

*** 6 Neither Special Education, *BME*, *nor* the teacher's responsibility (#25-28 and 43)**

Professional Thinking and PLANNING	1	2	3	4	5	6	7	8	9
									1
	A	A	A	A	A	A	A	A	2
	B	B	B	B	B	B	B	B	3
	C	C	C	C	C	C	C	C	4
	D	D	D	D	D	D		D	5
		E		E					
		F							

DISCIPLINE and Class Management	35	36	37	38	39	40	41	42	43
	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B
	C	C	C	C	C	C	C	C	C
	D	D	D	D	D	D	D	D	D

INSTRUCTION and Classroom Organization	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25*	26*	*27**	*28**	29	30	31	32	33	34
						1											1								
	A	A	A	A	A	2	A	A	A	A	A	A	A	A	A	A	2	*A*	*A*	A	A	A	A	A	A
	B	B	B	B	B	3	B	B	B	B	B	B	B	B	B	B	3	*B*	*B*	B	B	B	B	B	B
	C	C	C	C	C	4	C	C	C	C	C	C	C	C	C	C	4	*C*	*C*	C	C	C	C	C	C
	D	D		D	D	5		D		D	D	D	D	D		D	5	*D*	*D*	D	D	D	D	D	D
	E	E			E			E									6*		*E*						
					F			F																	

Cooperating Teacher ALOE

Arizona Lesson Observation and Evaluation

RECORD

Teacher Observed:

I.D.

Date:

Observer:

Circle: Practicum (1a, b, c), Student Teaching (2a, b, c), Entry-level or first, second, third years teaching (3a, b, c)

Professional Course (if applicable):

Reflecting ☐ **(a) Analysis** ☐ **(b) Professional Development** ☐

Planning

1 Objectives

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	
☐	a Objective-based	☐		1 None ☐
☐	b Sequenced	☐		2 One ☐
☐	c Appropriate	☐		3 Two ☐
☐	d Conditions	☐		4 Three ☐
				5 Four ☐

Rationale:

DIRECTIONS: With ALOE, preview lesson plan for Planning Category. Observe the lesson for Instruction and Discipline Categories. (1) Mark "observed" descriptors, then clarify from the conference with the observed teacher. (2) Mark direct numerical entry statement fitting the lesson. Categorical Component ratings are made in the boxes heading each category. When the summary page is stapled on top of this record, disregard filling in the above information.

TO TRANSFER TO THE SUMMARY SHEET: Circle appropriate descriptor letters (A, B, etc.) or the statement number (1-to-5) best describing hierarchical-scale items. Write in the direct numerical entry in the Categorical Ratings box for these definitions: 0 = Not applicable; 1 = Needs education before practice; 2 = Needs significant education and practice; 3 = Needs minimal education and practice; 4 = Needs significant refinement; 5 = Needs minimal refinement; and 6 = Developed or mastered. On the summary sheet, the outlined-lettered items form the Special Education supplement, and the italicized outlined-lettered items form the Bilingual Education supplement.

2 Procedures

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Referenced	☐		2 One ☐
☐	b How achieved	☐		3 Two ☐
☐	c Sequenced	☐		4 Three ☐
☐	d Organizer (set)	☐		5 Four ☐
☐	e Closure	☐		6 Five ☐
☐	f Integrative	☐		7 Six ☐

Rationale:

3 Resources

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Relevant	☐		2 One ☐
☐	b Usable	☐		3 Two ☐
☐	c Hands-on	☐		4 Three ☐
☐	d Supplemental or adopted resources OK	☐		5 Four ☐

Rationale:

4 Assessment Procedures

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Referenced	☐		2 One ☐
☐	b Students identify	☐		3 Two ☐
☐	c Appropriate	☐		4 Three ☐
☐	d Effective	☐		5 Four ☐
☐	e Progress checks	☐		6 Five ☐

Rationale:

5 Diversity of Student Culture and Behavior

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Observation-based	☐		2 One ☐
☐	b Specific teaching	☐		3 Two ☐
☐	c Adaptation	☐		4 Three ☐
☐	d Conditions	☐		5 Four ☐

Rationale:

6 Diversity of Student Abilities

Descriptor Entry

Observed Clarified

☐ a Appropriate to unit ☐

☐ b Readiness ☐

☐ c Smooth transitions ☐

☐ d Balanced levels ☐

Direct Numerical Entry

Descriptors evident

1 None ☐

2 One ☐

3 Two ☐

4 Three ☐

5 Four ☐

Rationale:

7 Established Conditions for Learning

Descriptor Entry

Observed Clarified

☐ a Control techniques ☐

☐ b Accessible ☐

☐ c Clear expectations ☐

Direct Numerical Entry

Descriptors evident

1 None ☐

2 One ☐

3 Two ☐

4 Three ☐

Rationale:

8 Adherence to Objectives*

Descriptor Entry

Observed Clarified

☐ a Pretest ☐

☐ b Specific criteria ☐

☐ c Formative evaluation ☐

☐ d Unit-feedback ☐

Direct Numerical Entry

Descriptors evident

1 None ☐

2 One ☐

3 Two ☐

4 Three ☐

5 Four ☐

Rationale:

* *Not normally observed by university supervisors*

9 Adherence to Course Objectives*

Direct Numerical Entry Based on School Curriculum

(1) Instruction meets adopted scope and sequence.

(2) Any substituted materials are related to the adopted course of study.

☐ 1 Unrelated

☐ 2 Slightly related

☐ 3 Satisfactory

☐ 4 Relevant to course

☐ 5 Most relevant to course

Rationale:

* *Not normally observed by university supervisors*

Instruction

10 Routine Classroom Tasks

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Efficient	☐		2 One ☐
☐	b Nondisruptive	☐		3 Two ☐
☐	c Materials ready	☐		4 Three ☐
☐	d Transitions	☐		5 Four ☐

Rationale:

11 Lesson Opening

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Previewed (set)	☐		2 One ☐
☐	b Focused early	☐		3 Two ☐
☐	c Used motivation	☐		4 Three ☐
☐	d Smooth, Integrated	☐		5 Four ☐

Rationale:

12 Directions and Explanations

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Appropriate for size	☐		2 One ☐
☐	b Preclude confusion	☐		3 Two ☐
☐	c Clarification	☐		4 Three ☐

Rationale:

13 Appropriate Teaching Methods

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Objective-referenced	☐		2 One ☐
☐	b Adjusted to feedback	☐		3 Two ☐
☐	c Focused on learning	☐		4 Three ☐
☐	d Smooth transitions or one method OK	☐		5 Four ☐

Rationale:

14 Student Responses

Descriptor Entry		*Direct Numerical Entry*		
Observed	Clarified	Descriptors evident	1 None	☐
☐ a Effective	☐		2 One	☐
☐ b Solicited responses	☐		3 Two	☐
☐ c Recognized students	☐		4 Three	☐
☐ d Incorporated	☐		5 Four	☐
☐ e Questions effective	☐		6 Five	☐
☐ f Clear, supportive	☐		7 Six	☐

Rationale:

15 Provided Opportunities for Participation

Direct Numerical Entry

- ☐ 1 Passive
- ☐ 2 Mostly bystanders
- ☐ 3 Some activity for most students
- ☐ 4 Opportunity for all in an activity
- ☐ 5 Opportunity for all in 2+ activities or

Rationale:

16 Feedback to Students

Descriptor Entry		*Direct Numerical Entry*		
Observed	Clarified	Descriptors evident	1 None	☐
☐ a Positive	☐		2 One	☐
☐ b Corrective if needed	☐		3 Two	☐
☐ c Student evaluation	☐		4 Three	☐

Rationale:

17 Retention Techniques

Descriptor Entry		*Direct Numerical Entry*		
Observed	Clarified	Descriptors evident	1 None	☐
☐ a Previewed, value	☐		2 One	☐
☐ b Linked	☐		3 Two	☐
☐ c Modeled	☐		4 Three	☐
☐ d Correct practice	☐		5 Four	☐
☐ e Learning strategies	☐		6 Five	☐
☐ f Reviewed	☐		7 Six	☐

Rationale:

18 Closure and Summarization

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Relevant to objectives	☐		2 One ☐
☐ b Involved students	☐		3 Two ☐
☐ c Related to instructional unit	☐		4 Three ☐

Rationale:

19 Instructional Equipment/Aids

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Supported objective	☐		2 One ☐
☐ b Concrete (hands-on)	☐		3 Two ☐
☐ c Used in practice	☐		4 Three ☐
☐ d Blended into lesson	☐		5 Four ☐

Rationale:

20 Grouping

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Observant (withitness)	☐		2 One ☐
☐ b Based on observation	☐		3 Two ☐
☐ c Achievable work	☐		4 Three ☐
☐ d Effective teacher role	☐		5 Four ☐ or whole group OK

Rationale:

21 Cultural/Behavioral Diversity

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Addressed varied needs	☐		2 One ☐
☐ b Learning style	☐		3 Two ☐
☐ c Early/late finishers	☐		4 Three ☐
☐ d Motivation (readiness)	☐		5 Four ☐ or class was homogeneous

Rationale:

22 Instructional Time Use

Descriptor Entry

Observed — Clarified

☐ a Began, ended on time ☐
☐ b Pace, intensity ☐
☐ c Revised or not needed ☐
☐ d Minimized interruption ☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐

Rationale:

23 Subject Area Knowledge

Descriptor Entry

Observed — Clarified

☐ a Relevant ☐
☐ b Vocabulary ☐
☐ c Context accuracy ☐
☐ d Additional resources for independent use ☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐

Rationale:

24 Speech and Writing

Descriptor Entry

Observed — Clarified

☐ a Grammar correct ☐
☐ b Understandable ☐
☐ c Legible ☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐

Rationale:

25 Environment

Descriptor Entry

Observed — Clarified

☐ a Minimized distraction ☐
☐ b Orderly transitions ☐
☐ c Displays ☐
☐ d Student comfort ☐

Direct Numerical Entry

Descriptors evident

1 None ☐
2 One ☐
3 Two ☐
4 Three ☐
5 Four ☐
6 Not the responsibility of this teacher ☐

Rationale:

26 Special Education Overlapping Behavior

Direct Numerical Entry

☐ 1 One activity ignored

☐ 2 Attended each but inefficiently

☐ 3 One activity attended well, the rest inefficient

☐ 4 One activity more meaningful, the rest not neglected

☐ 5 Each situation smoothly attended, all on task
or more than one activity not apparent in lesson

☐ 6 *NOT a special education class*

Rationale:

27 Bilingual Education Meaningful Lessons

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	
☐ a Regular content	☐	1 None	☐
☐ b Understandable context	☐	2 One	☐
☐ c Self-evident input	☐	3 Two	☐
☐ d Achievable	☐	4 Three	☐
		5 Four	☐
		6 Not BME	☐

Rationale:

28 Bilingual Education Home Language

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	
☐ a Appropriate registers	☐	1 None	☐
☐ b Language development	☐	2 One	☐
☐ c Non-disruptive use	☐	3 Two	☐
☐ d Practice and expansion	☐	4 Three	☐
☐ e Achievable objectives	☐	5 Four	☐
		6 Five	☐
		7 Not BME	☐

Rationale:

29 Student Success Rate*

Direct Numerical Entry

AT 80% MASTERY LEVEL:

☐ 1 Few students (less than 60%) achieved objective.

☐ 2 Some (60-69%) met objective.

☐ 3 Many (70-79%) met objective.

☐ 4 Most (80-89%) met objective.

☐ 5 Nearly all (90-100%) met objective

OR AT THE 100% MASTERY LEVEL:

☐ 6 All met objective to extent specified

Rationale:

**Not normally observed by university supervisors.*

30 Testing Environment and Materials*

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Minimal distraction	☐		2 One ☐
☐ b Student comfort	☐		3 Two ☐
☐ c Clear directions	☐		4 Three ☐
☐ d Materials	☐		5 Four ☐

Rationale:

*Not normally observed by university supervisors.

31 Handling Extraneous Behavior during the Test*

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Disregard irrelevance	☐		2 One ☐
☐ b Motivation and task	☐		3 Two ☐
☐ c General, not specific	☐		4 Three ☐
☐ d Precluded distraction	☐		5 Four or no extraneous behavior ☐

Rationale:

*Not normally observed by university supervisors.

32 Test Scoring*

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Efficient instrument	☐		2 One ☐
☐ b Record of data	☐		3 Two ☐
☐ c Evaluated in context	☐		4 Three ☐
☐ d Instrument intent	☐		5 Four ☐

Rationale:

*Not normally observed by university supervisors.

33 Performance Recording and Report Writing*

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Specific, observed base	☐		2 One ☐
☐ b Reason for the report	☐		3 Two ☐
☐ c Recording done soon	☐		4 Three ☐
☐ d Standard English if needed	☐		5 Four ☐

Rationale:

*Not normally observed by university supervisors.

34 Standardized Procedures*

Descriptor Entry			*Direct Numerical Entry*
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Exact wording of directions	☐		2 One ☐
☐ b Maintained accurate timing	☐		3 Two ☐
☐ c Prescribed presentations	☐		4 Three ☐
☐ d Natural speech	☐		5 Four ☐
			6 Not standardized test ☐

Rationale:

* *Not normally observed by university supervisors; not a daily testing feature.*

Discipline

35 Class Cohesiveness and Rapport

Descriptor Entry		***Direct Numerical Entry***	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Teacher supported	☐		2 One ☐
☐ b Honest effort supported	☐		3 Two ☐
☐ c Not derogatory	☐		4 Three ☐
☐ d Fostering belonging	☐		5 Four ☐ or group cohesiveness could not be established

Rationale:

36 Professional Support

Descriptor Entry		***Direct Numerical Entry***	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Eye contact, expressions	☐		2 One ☐
☐ b Voice inflections	☐		3 Two ☐
☐ c Posture	☐		4 Three ☐
☐ d Gestures	☐		5 Four ☐

Rationale:

37 Promote Mutual Respect

Descriptor Entry		***Direct Numerical Entry***	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Used student names	☐		2 One ☐
☐ b Student interests	☐		3 Two ☐
☐ c Environment	☐		4 Three ☐
☐ d Non-derogatory	☐		5 Four ☐

Rationale:

38 Feedback about Behavior

Descriptor Entry		***Direct Numerical Entry***	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Predominantly positive	☐		2 One ☐
☐ b Nonverbal feedback	☐		3 Two ☐
☐ c Awareness	☐		4 Three ☐
☐ d Clear expectations	☐		5 Four ☐

Rationale:

39 Sensitive to Students

Descriptor Entry *Direct Numerical Entry*

Observed		Clarified	Descriptors evident	
☐	a Intervention	☐	1 None	☐
☐	b Sense of belonging	☐	2 One	☐
☐	c Emotional balance	☐	3 Two	☐
☐	d Encouraged self-discipline	☐	4 Three	☐
			5 Four	☐

Rationale:

40 Positive Classroom Behavior

Descriptor Entry *Direct Numerical Entry*

Observed		Clarified	Descriptors evident	
☐	a Directions, transitions	☐	1 None	☐
☐	b Reinforcement	☐	2 One	☐
☐	c Overlooked if minor or none	☐	3 Two	☐
☐	d Guidance	☐	4 Three	☐
			5 Four	☐

Rationale:

41 Managed Disruptive Behavior

Descriptor Entry *Direct Numerical Entry*

Observed		Clarified	Descriptors evident	
☐	a Focused on disruptors	☐	1 None	☐
☐	b Quickly, firmly	☐	2 One	☐
☐	c Appropriate consequences	☐	3 Two	☐
☐	d As private as possible	☐	4 Three	☐
			5 Four or disruptive behavior not evident	☐

Rationale:

42 Decorum*

Descriptor Entry *Direct Numerical Entry*

Observed		Clarified	Descriptors evident	
☐	a Attire, hygiene, grooming	☐	1 None	☐
☐	b Policy and legal standards	☐	2 One	☐
☐	c Directed student conduct	☐	3 Two	☐
☐	d Non-instructional duties	☐	4 Three	☐
			5 Four	☐

Rationale:

**Not normally observed by university supervisors.*

43 Special Education Behavior-Management*

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Based on observation	☐		2 One ☐
☐	b One specific system	☐		3 Two ☐
☐	c Observation measure	☐		4 Three ☐
☐	d Special techniques	☐		5 Four ☐

Rationale:

*Not normally observed by university supervisors.

CSI Reference Edition

Expanded Conference Skills Instrument

November 10, 1989

DIRECTIONS: The following items are quantified as follows. Discrete-scale items are scored as:

1 - None of the descriptors is evident.
2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - All four descriptors are evident.
6 - All five descriptors are evident (item one).

This instrument is intended for settings in which conferences are likely to occur and be observed.

Plans Appropriate Conference/Interview (1) Preparation

a. Specified purpose and outline of content
b. Provided appropriate setting
    neat, clean   comfortable seating
    quiet   confidential, uninterrupted
c. Provided record accessibility and ease of viewing
d. Actual student materials or evaluations of performance organized and available beforehand
e. Planned transition to informal conversation with parents or clients after summary and follow-up components of the conference

Sensitive to Feelings (Warmth and Respect) (2) Sensitive

a. Courteous, deferential, respectful, and polite
b. Unconditional positive regard without moralizing
c. Helping individual identify/deal with any defensive or adjustive behavior OR None existed
d. Indicates empathy when the individual has difficulty answering a question or expressing a problem (expressed understanding, concern, and encouragement during especially sensitive moments)

Provides Support

(3) Support

a. Facilitated speaking what's on the individual's mind, rather than on the interviewer's next remark
b. Clearly stated questions related to the conference purpose getting more than "yes" or "no"
c. Checked what is meant without jumping to conclusions
d. Interpreted or summarized and identified constructive intervention strategies

Content is Substantive

(4) Relevance

a. Relevant to conference purpose
b. Real need addressed for specific resolution
c. Meaningful examples, samples, charts, profiles, or test results provided
d. Related to a whole picture

Provides Focus

(5) Focused

a. Specific with examples or details
b. Definite rather than hesitant or apologetic
c. Evaluated option(s) to resolve needs
d. Constructively-directed, avoided irrelevant or disruptive sidetracking

Appropriate Interviewer Language and Speech

(6) Language and Speech

a. Understandable, articulate, correct
b. Professional vocabulary appropriate for the interviewed person's age and background
c. Talked to, not down or over the head of the individual
d. Provided alternatives and qualifications for sensitive areas

Use of Conference/Interview Time

(7) Use of Time

a. Appropriate initiation begun by interviewer
    what should be accomplished in the conference,
    topics to be addressed (any added by the individual),
    use of information,
    assurance of confidentiality, and
    length of the conference
b. Use of time effective to achieving conference goals
c. Managed distractions and digressions OR none existed
d. Routine tasks not disruptive

Results in Constructive Plan of Action (8) Action Plan

a. Clear strategies defined or implied
b. Persons identified as who will do what when
c. Alternative plans specified if unsuccessful
d. Follow-up plan specified

Smooth Closure (9) Closure

a. Summary of highlights
b. Limitations of conference stated
c. Follow-up plan of what was to happen next
d. Informal courtesy

Conference Report (10) Report

a. Professionally, neatly typed with proper written expression
b. Proper identification information with significant information, such as:
    date addresses ethnicity
    names relationships ages
c. Contains reasons for conference/interview, description of setting, estimate of validity of information obtained
d. Well organized, thorough report of content session, summary, recommendations, and planned follow-up

CSI Work Edition

Conference Skills Instrument

November 10, 1989

DIRECTIONS: The following items are quantified as follows. Discrete-scale items are scored as:

1 - None of the descriptors is evident.
2 - One of the descriptors is evident.
3 - Two of the descriptors are evident.
4 - Three of the descriptors are evident.
5 - All four descriptors are evident.
6 - All five descriptors are evident (item one).

This instrument is intended for settings in which conferences are likely to occur and be observed.

Plans Appropriate Conference/ Interview (1) Preparation

a. Specified purpose and outline of content
b. Provided appropriate setting
c. Professional attire, hygiene, and grooming
d. Materials or evaluations organized and available before conference
e. Planned transition to informal conversation after closing summary and follow-up

Sensitive to Feelings (Warmth and Respect) (2) Sensitive

a. Courteous, deferential, respectful, and polite
b. Unconditional positive regard without moralizing
c. Helping individual identify/deal with any defensive or adjustive behavior OR None existed
d. Indicates empathy when the individual has difficulty answering a question or expressing a problem

Provides Support (3) Support

a. Facilitated the individual's thinking, not interviewer's next remark
b. Clear questions for more than "yes" or "no"
c. Checked meaning without jumping to conclusions
d. Interpreted or summarized and identified strategies

Content Is Substantive a. Relevant to conference purpose b. Real need addressed for resolution c. Meaningful records provided d. Related to whole picture	(4) Relevance
Provides Focus a. Specific examples or details b. Definite rather than hesitant or apologetic c. Option(s) to resolve needs d. Directed, avoided sidetracking	(5) Focused
Appropriate Interviewer Language and Speech a. Understandable, articulate, correct b. Professional vocabulary appropriate for the interviewed person c. Talked to, not down or over the head d. Provided alternatives and qualifications for sensitive areas	(6) Language and Speech
Use of Conference/Interview Time a. Appropriate initiation by interviewer b. Use of time effective to achieving conference goals c. Managed distractions and digressions OR None existed d. Routine tasks not disruptive	(7) Use of Time
Results in Constructive Plan of Action a. Clear strategies defined or implied b. Persons identified as who will do what when c. Alternative plans specified if unsuccessful d. Follow-up plan specified	(8) Action Plan
Smooth Closure a. Summary of highlights b. Limitations of the conference stated c. Follow-up plan of what was to happen next d. Informal courtesy	(9) Closure

Conference Report a. Neatly typed with proper written expression b. Proper identification information c. Contains reasons for conference, setting, estimate of validity of information obtained d. Well organized, thorough report of content session, summary, recommendations, and planned follow-up	(10) Report

Conference Skills Instrument Record	Conference Director:	I.D.
	Date:	Supervisor:
	Circle: Practicum (1), Student Teaching (2), Entry-level (3a, b, c)	

DIRECTIONS: Using the Conference Skills Instrument (CSI), preview the plan and observe the conference. (1) Mark "observed" descriptors. Then clarify observations of the conference with the observed individual to allow the observed individual to reveal decisions and rationale for these decisions. (2) Mark direct numerical entry statement fitting the conference. Finally, transfer item scores to the summary by writing in the direct numerical entry and circling descriptor letters.

SUMMARY STATEMENT

	1	2	3	4	5	6	7	8	9	10
Direct Numerical Entry										
Descriptor Entry	A B C D E	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D	A B C D

1 Plans Appropriate Conference/Interview

Descriptor Entry

Observed — Clarified

☐ a Purpose and outline ☐

☐ b Setting ☐

☐ c Record access, viewing ☐

☐ d Material availability ☐

☐ e Closing transition ☐

Direct Numerical Entry

Descriptors evident

1 None ☐

2 One ☐

3 Two ☐

4 Three ☐

5 Four ☐

6 Five ☐

Rationale:

2 Sensitive to Feelings (Warmth and Respect)

Descriptor Entry

Observed — Clarified

☐ a Courteous, respectful ☐

☐ b Positive regard ☐

☐ c Adjustive behavior or none ☐

☐ d Empathy ☐

Direct Numerical Entry

Descriptors evident

1 None ☐

2 One ☐

3 Two ☐

4 Three ☐

5 Four ☐

Rationale:

3 Provides Support

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Helped individual talk	☐		2 One ☐
☐ b Questions (not yes/no)	☐		3 Two ☐
☐ c Checked meaning	☐		4 Three ☐
☐ d Summarized, strategies	☐		5 Four ☐

Rationale:

4 Content Is Substantive

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Relevant	☐		2 One ☐
☐ b Real need, resolution	☐		3 Two ☐
☐ c Examples, samples, tests	☐		4 Three ☐
☐ d Related to context	☐		5 Four ☐

Rationale:

5 Provides Focus

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Specific with examples	☐		2 One ☐
☐ b Definite, unapologetic	☐		3 Two ☐
☐ c Evaluated options to resolve	☐		4 Three ☐
☐ d Constructively-directed	☐		5 Four ☐

Rationale:

6 Appropriate Interviewer Language and Speech

Descriptor Entry		*Direct Numerical Entry*	
Observed	Clarified	Descriptors evident	1 None ☐
☐ a Understandable, articulate	☐		2 One ☐
☐ b Considered age, background	☐		3 Two ☐
☐ c Talked to (not down, over)	☐		4 Three ☐
☐ d Sensitive strategies	☐		5 Four ☐

Rationale:

7 Use of Conference/Interview Time

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident	1 None	☐
☐	a Initiation by interviewer	☐		2 One	☐
☐	b Effective use of time	☐		3 Two	☐
☐	c Digressions or none	☐		4 Three	☐
☐	d Routines not disruptive	☐		5 Four	☐

Rationale:

8 Results In Constructive Plan of Action

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident	1 None	☐
☐	a Clear strategies defined	☐		2 One	☐
☐	b "Who will do what"	☐		3 Two	☐
☐	c Alternative plans	☐		4 Three	☐
☐	d Follow-up plan	☐		5 Four	☐

Rationale:

9 Smooth Closure

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident	1 None	☐
☐	a Summary of highlights	☐		2 One	☐
☐	b Conference limitations	☐		3 Two	☐
☐	c Follow-up plan	☐		4 Three	☐
☐	d Informal courtesy	☐		5 Four	☐

Rationale:

10 Conference Report

Descriptor Entry			*Direct Numerical Entry*		
Observed		Clarified	Descriptors evident	1 None	☐
☐	a Typed, proper writing	☐		2 One	☐
☐	b Identification information	☐		3 Two	☐
☐	c Purpose, information validity	☐		4 Three	☐
☐	d Summary, recommendations	☐		5 Four	☐

Rationale:

FORMAL TEST ADMINISTRATION RECORD	Test Administrator:	I.D.
	Date:	Observer:
	Circle: Practicum (1), Student Teaching (2), Entry-level (3a, b, c)	

DIRECTIONS: This record is intended for formal tests not related to instruction. Using the ALOE, preview test purpose (documentation for a standardized test or identified intended use for printed diagnostic test). Observe the test administration. (1) Mark the "observed" descriptors. Then clarify observations during a conference with the observed test administrator to allow the observed test administrator to reveal decisions and rationale for these decisions. (2) Mark direct numerical entry statement fitting the clarified test administration. Parenthetical numbers with titles of testing items refer to the complete set of ALOE items. To finish, transfer item scores to the summary statement by writing in direct numerical entry and circling descriptor letters.

SUMMARY STATEMENT	1	2	3	4	5
Direct Numerical Entry					
Descriptor Entry	A	A	A	A	A
	B	B	B	B	B
	C	C	C	C	C
	D	D	D	D	D

1 Testing Environment and Materials (30)

Descriptor Entry			*Direct Numerical Entry*	
Observed		Clarified	Descriptors evident	1 None ☐
☐	a Minimal distraction	☐		2 One ☐
☐	b Student comfort	☐		3 Two ☐
☐	c Clear directions	☐		4 Three ☐
☐	d Materials	☐		5 Four ☐

Rationale:

2 Handling Extraneous Behavior during the Test (31)

Descriptor Entry

Observed		Clarified
☐	a Disregard irrelevance	☐
☐	b Motivation and task	☐
☐	c General, not specifics	☐
☐	d Precluded distractions	☐

Direct Numerical Entry

Descriptors evident

- 1 None ☐
- 2 One ☐
- 3 Two ☐
- 4 Three ☐
- 5 Four or no extraneous behavior ☐

Rationale:

3 Test Scoring (32)

Descriptor Entry

Observed		Clarified
☐	a Efficient instrument	☐
☐	b Record of data	☐
☐	c Evaluated in context	☐
☐	d Instrument intent	☐

Direct Numerical Entry

Descriptors evident

- 1 None ☐
- 2 One ☐
- 3 Two ☐
- 4 Three ☐
- 5 Four ☐

Rationale:

4 Performance Recording and Report Writing (33)

Descriptor Entry

Observed		Clarified
☐	a Specific, observed base	☐
☐	b Reason for the report	☐
☐	c Recording done soon	☐
☐	d Standard English if needed	☐

Direct Numerical Entry

Descriptors evident

- 1 None ☐
- 2 One ☐
- 3 Two ☐
- 4 Three ☐
- 5 Four ☐

Rationale:

5 Standardized Procedures (34)

Descriptor Entry

Observed		Clarified
☐	a Exact wording of directions	☐
☐	b Maintained accurate timing	☐
☐	c Prescribed presentations	☐
☐	d Natural speech	☐

Direct Numerical Entry

Descriptors evident

- 1 None ☐
- 2 One ☐
- 3 Two ☐
- 4 Three ☐
- 5 Four ☐
- 6 Not standardized test ☐

Rationale: